

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Preschool Development Grants - Development

CFDA # 84.419A

PR/Award # S419A150004

Grants.gov Tracking#: GRANT11757487

OMB No. 1810-0717, Expiration Date: 02/28/2015

Closing Date: Oct 14, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Non Responsive

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

10/10/2014

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Nevada Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):

88-6000022

* c. Organizational DUNS:

8098877220000

d. Address:

* Street1:

700 E Fifth St

Street2:

* City:

Carson City

County/Parish:

* State:

NV: Nevada

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

89701-5096

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Dr.

* First Name:

Steve

Middle Name:

* Last Name:

Canavero

Suffix:

Title: Deputy Superintendent

Organizational Affiliation:

* Telephone Number: 775-687-9224

Fax Number:

* Email: scanavero@doe.nv.gov

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

S4.419

CFDA Title:

Preschool Development Grants

* 12. Funding Opportunity Number:

ED-GRANTS-081814-001

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Development Grants CFDA Number S4.419A

13. Competition Identification Number:

S4 419A2015 1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Nevada, Ready!, High-Quality Preschool Development

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant NV-ALL

* b. Program/Project NV-ALL

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

17. Proposed Project:

* a. Start Date: 01/01/2015

* b. End Date: 12/31/2018

18. Estimated Funding (\$):

* a. Federal	43,762,680.00
* b. Applicant	0.00
* c. State	(b)(4)
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name: Roma

Middle Name:

* Last Name: Ansooshehpour

Suffix:

* Title: Assistant Director

* Telephone Number: 775-657-9164 Fax Number:

* Email: roma@gco.nv.gov

* Signature of Authorized Representative: Roma Ansooshehpour * Date Signed: 10/10/2014

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Hema Annesenpoor	Assistant Director
APPLICANT ORGANIZATION	DATE SUBMITTED
Nevada Department of Education	10/10/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
☒ Prime ☐ SubAwardee
 * Name
 * Street 1 Street 2
 * City State Zip
 Congressional District, if known:

6. * Federal Department/Agency: <input type="text" value="Not Applicable"/>	7. * Federal Program Name/Description: <input type="text" value="Elementary Development Grants"/> CFDA Number, if applicable: <input type="text" value="84.409"/>
---	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:
 Prefix * First Name Middle Name
 * Last Name Suffix
 * Street 1 Street 2
 * City State Zip

b. Individual Performing Services (including address if different from No. 10a)
 Prefix * First Name Middle Name
 * Last Name Suffix
 * Street 1 Street 2
 * City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: <input type="text" value="Hema Anandshahpoor"/>	* Name: Prefix <input type="text"/> * First Name <input type="text" value="Hema"/> Middle Name <input type="text"/>
	* Last Name <input type="text" value="Anandshahpoor"/> Suffix <input type="text"/>
Title: <input type="text" value="Assistant Director"/>	Telephone No.: <input type="text" value="(702) 677-9154"/> Date: <input type="text" value="10/10/2014"/>

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NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

	Add Attachment	
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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Nevada Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:

* DATE:

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: Nevada - Project Abstract.pdf

Delete Attachment

View Attachment

PROJECT ABSTRACT

Title: Nevada Ready! High Quality Preschool Development Grant

Applicant's Name: State of Nevada, Office of Governor Brian Sandoval

Lead Agency: Nevada Department of Education, Superintendent of Public Instruction, Dale Erquiaga

Project Overview:

Nevada's proposal supports the improvement and expansion of Pre-K slots across the four years of the grant, while providing critical wraparound supports for vulnerable families. Nevada proposes to improve and expand Pre-K programs in "High-Need Communities", starting in Year One (1). Nevada's experience and current quality half-day day Pre-K program is a project-ready system prepared to expand into full-day high-quality Pre-K. The most significant gain in quality structural measures to Nevada's existing Pre-K program will be the increased number of programs improved from providing instruction to children a minimum of 10-hours a week, to programs that provide a minimum of 25-hours a week or 5-hours a day. This ambitious, yet achievable, plan will result in Nevada serving a total of 2,990 children in high-quality full-day Pre-K programs and the infrastructure to sustain Pre-K in Nevada long after the grant period. Nevada's proposal includes a more than $\frac{(b)}{(4)}$ match increasing to $\frac{(b)}{(4)}$ by year 4, and will allow for sustainability after the grant period.

Project Objectives and Activities:

NDE's proposal to build infrastructure for new high-quality Pre-K seats and to improve existing half-day seats to full-day, high-quality, utilizes a multi-pronged approach. First, NDE has identified sub-grantees from LEAs, private entities, non-profits, charter schools, and faith-based programs. This will allow Nevada to offer a variety of Pre-K seats for the most vulnerable children in our community, under the 200% FPL, in high-need communities. NDE is proposing to sub-grant 75% of grant, 10% higher than the grant requirement, as much of the initial development process has been completed in Nevada. Secondly, NDE will be utilizing 25% of grant funds to build the infrastructure and capacity by providing monitoring and evaluation; professional development to expand to full-day; training; working as part of the team to identify physical space; wraparound services; direct support to partners; coaching and direct services to build a comprehensive Pre-K system.

The following highlight Nevada's objectives: 1) Nevada is a WIDA Consortium State funded to support linguistically diverse students through high-quality standards, assessments, research and professional development for educators. The WIDA Consortium will work to link all standards for culturally and linguistically diverse students across each measure of early learning and beyond, for all schools; 2) Crosswalks have been established between the Early Learning Guidelines and Pre-K Standards, between the Pre-K Standards to the Nevada Academic Content Standards, and Pre-K Standards to Teaching Strategies Gold,TM Nevada's Kindergarten Entry Assessment with the objective of

having one set of comprehensive ELD standards for children birth through 3rd grade; 3) Nevada's State Pre-K program has longitudinal data since 2002 that demonstrates significant student achievements – Nevada will be including all sites into the data system; and 4) Nevada will build upon the existing Silver State Tiered Quality Rating and Improvement System to align with districts and will further align the district TQRIS model to the Nevada School Performance Framework.

Project Goals:

Nevada's priority is to enhance state capacity to implement and sustain high-quality Pre-K programs. As the first step in building a continued Pre-K infrastructure for Nevada communities Nevada proposes to increase high-quality Pre-K slots by 58% within four (4) years and serve approximately 15% of the state's four-year-old population living under 200% of poverty. In addition, Nevada is working to build sustainable workforce development; professional development and outreach; standardized assessments; comprehensive Kindergarten Entry Assessment; enhance Early Learning and Development Standards, Parent engagement; Coordinated linkage for all sites into State's Longitudinal Data System; Implement a comprehensive learning system; and support for sustaining a statewide P-3 investment.

Organizational Support – Nevada Stakeholders (Sub-grantees):

Nevada has identified five high-need communities, all with extreme high risk factors in relation to health inadequacies, food insecurity, low graduation rates, and poverty factors. The five communities are Clark County, Washoe County, Lyon County, Nye County and Churchill County. NDE has identified sub-grantees in each County with the ability and capacity to support the improvement and expansion of high-quality Pre-K programs to make significant strides in reaching the most disadvantaged populations. In Clark County, the United Way of Southern Nevada (who will work with the Clark County School District); and the State Public Charter School Authority (SPCSA) will serve as two of the sub-grantees. In Washoe County, the Washoe County School District (WCSD) and Community Services Agency (CSA) will provide seats (with support from University of Nevada, Reno (UNR) and the SPCSA). The other sub-grantee partners include the Nye County School District (Frontier Rural community); the Churchill County School District (Frontier Rural Community); and the Lyon County School District (Rural Community). All sub-grantees are committed to work with public, private, non-profit and faith-based providers across the state to provide comprehensive wraparound services for families. These sub-grantees support Nevada's goal to integrate students with various economic and socio-economic backgrounds, cultural and linguistic differences, in inclusive environments.

Project Narrative File(s)

* Mandatory Project Narrative File Filename: Nevada - Project Narrative.pdf

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)



Nevada Ready! High-Quality Preschool Development Grant

Submitted by:
The Nevada Department of Education
700 E. Fifth Street
Carson City, Nevada 89701
(775) 687-9200

Brian Sandoval
Governor

Dale Erquiaga
Superintendent of Public Instruction

A. EXECUTIVE SUMMARY

A1) Building on Nevada's Progress

Nevada is committed to an ambitious, achievable, and quality focused plan for expanding access to high-quality preschool (Pre-K) programs. Nevada has developed and aligned Early Learning and Development Standards (ELDS); increased financial investment in State Pre-K programs for English Language Learners (ELL); enacted legislation to enhance the early childhood infrastructure; obtained positive longitudinal data from existing Pre-K programs; implemented the Nevada Early Childhood Advisory Council (NECAC) to coordinate resources for preschool-aged children; and promoted the coordination of support services for the early learning and development of children. Nevada's efforts started in 2001 and Nevada will continue to invest in system reform and expansion. We are ready to move Nevada forward!

Standards: Nevada established ELDS to include *Nevada's Infant and Toddler Early Learning Guidelines* and *Nevada Pre-K Standards*. Crosswalks have been established between the Early Learning Guidelines (ELG) and Pre-K Standards, between the Pre-K Standards to the Nevada Academic Content Standards (NVACS), and Pre-K Standards to Teaching Strategies Gold,TM Nevada's Kindergarten Entry Assessment (KEA). Nevada is committed to improve the ELDS which will soon be enhanced to align to World-Class Instructional Design and Assessment (WIDA) English Development Standards. Nevada aims to have one set of comprehensive ELD standards for children birth through 3rd grade.

Increased Investment: Nevada's State Pre-K program first received state funds in 2001 to improve school readiness by providing high-quality early education that supports parent involvement. This program first served 694 children. Today, the State Pre-K program spends (b)(4) year to serve (b)(4) children. In addition, the 2013 Legislature funded \$ (b)(4) year to support ELL Pre-K Programs (Zoom Schools). This investment in Zoom Schools nearly doubled Nevada's state-funded Pre-K population and more than doubled the funding. It provided access to (b)(4) new Pre-K classrooms in six school districts for an additional (b)(4) Pre-K children.

Legislation and Policy: Nevada has implemented legislation and policy to enhance the early learning infrastructure. The 2013 legislative session mandated the continuation of the Governor-appointed NECAC, which has been instrumental in creating a statewide definition of school-readiness, conducting a statewide needs assessment and feasibility study for a KEA and Early Childhood Data System (ECDS). Nevada was one of six states selected in 2013 to participate in

an 18-month Birth-3rd Grade Policy Academy sponsored by the National Governors Association (NGA), and has received comprehensive technical assistance to improve learning outcomes from birth through third grade. In 2014, NECAC developed the Council's Strategic Plan which serves as Nevada's road map to improve the Early Childhood Comprehensive System (ECCS). In addition, Governor Brian Sandoval was recently selected to serve as the Chairman of the NGA Education and Workforce Committee. Governor Sandoval understands the importance of education and its impact on Nevada's economy and future. In January 2014, the Superintendent of Public Instruction introduced the strategic plan for **Nevada Ready!** to improve the achievement of pupils from Pre-K through higher education.

Quality of Pre-K Programs: Nevada's State Pre-K program has longitudinal data since 2002 that demonstrates significant student achievements. Nevada State Pre-K annual-longitudinal evaluation concluded: 1) Children achieved significant learning gains in Pre-K; 2) All programs met or exceeded all six statewide indicators on the developmental progress of children and parent involvement; and 3) The program showed positive long-term effects on student academic skills entering elementary school. Nevada will build upon these positive results by implementing a district model of the Tiered Quality Rating and Improvement System (TQRIS) and aligning the district TQRIS model to the Nevada School Performance Framework (NSFP).

Coordination of Program and Service Funding: In 2014, a Governor's Executive Order restructured state early learning programs, which are now under the Nevada Department of Education (NDE) in the Office of Early Learning and Development (OELD). This realignment makes it possible for the following programs to collaborate, coordinate and leverage funding more efficiently: State Pre-K; Head Start State Collaboration and Early Childhood Comprehensive Services (HSSCO/ECCS); Child Care and Development Fund (CCDF) Quality Administration, which funds Early Childhood Provider Training and Silver State Stars (Nevada's TQRIS); program accreditation support; Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood® Nevada; and the Nevada Registry (early childhood career ladder and professional development system). Nevada is currently using this new structure to expedite the planning, piloting and implementation of the TQRIS model. The realigned infrastructure allows NDE to better coordinate through the NECAC, local ECACs, LEAs and other ECE programs to facilitate stronger collaboration and the allocation of grant funds for direct services to our young learners.

Coordination of Programs and Services to Support Children’s Early Learning and

Development: The Nevada Expanding Opportunities State Interagency Leadership Team promotes the availability of quality, inclusive, community-based early care and natural early learning opportunities for children and their families by working to foster a collaborative environment of mutual understanding between education and service provider partners, support for each unique scope of work, use of a strength-based approach for solving common challenges, reducing barriers, and promoting sustainable solutions. In an effort to reduce duplication of efforts, this team recently mapped Nevada’s early childhood system including ECE programs, social-emotional development and behavioral health services, medical home and healthcare access, parent education, family support services, provider support, financing, governance, standards, and community engagement and advocacy programs.

A2) Voluntary, High-Quality Pre-K Programs in High-Need Communities

To further bridge programmatic and agency gaps, the Office of Governor Brian Sandoval and the NDE Superintendent of Public Instruction, Dale Erquiaga, partnered with NGA to hold a P-3 Education Symposium in August 2014. Public, private, faith-based, non-profit Pre-K providers; local educational agencies (LEAs); higher education, and state and local agencies strongly supported developing a statewide voluntary High-Quality Pre-K program and submitting this Development Grant. The Governor tasked a Pre-K Grant Advisory Committee to direct the efforts of this grant application following the Symposium and received input from many P3 Symposium participants. The five county-based school districts identified with the highest-need communities are ready, able and willing to participate. These school districts are Churchill, Clark, Lyon, Nye, and Washoe. The voluntary high-quality Pre-K programs for eligible four-year olds in high-need communities align with the characteristics of “High-Quality Preschool Program” as defined by the United States Department of Education (US DOE)..

A3) Increased Number of Eligible Children served in High-Quality Pre-K Programs/Year

This application will support Nevada’s additional investment of \$(b)(4) in supplemental Pre-K dollars, over four years, to improve and enhance existing half-day high-quality Pre-K seats (to full-day) for (b)(4) children and to develop new high-quality Pre-K slots in high-need communities for an additional (b)(4) children. Nevada proposes to increase high-quality Pre-K slots by (b)(4)% within three years and serve approximately (b)(4)% of the state’s four-year-old population living under 200% of poverty.

Nevada is proposing to improve and expand Pre-K programs in “High-Need Communities” each year during the grant period, starting in August 2015. Nevada’s experience and current quality half-day day Pre-K program is a project-ready system prepared to expand into full-day high-quality Pre-K. Through the collaborative efforts of Nevada policy makers, Nevada has been developing the framework to expand Pre-K. This grant will allow Nevada to meet an ambitious and achievable improvement and expansion timeline, and use funds for new seats in the first year. **Table 1** demonstrates Nevada’s improvement and expansion of Pre-K slots across the four years of the grant. This ambitious, yet achievable, plan will result in Nevada serving a total of 2,990 children in high-quality full-day Pre-K programs.

Table 1: Nevada Proposed Improvement and Expansion of Pre-K

Enhancement/Expansion Seats	Year 1	Year 2	Year 3	Year 4	Total
Enhancement to current seats from ½ Day to Full-Day – Quality Pre-K	660	710	60	0	1430
Expansion of New Full-Day Pre-K Seats	240	500	490	330	1560

A4). Define Characteristics Specific of High-Quality Pre-K Programs

NDE is prepared to meet the definition of high-quality Pre-K Programs and will build on Nevada’s State Pre-K program to provide enhanced and expanded High-Quality Pre-K seats, in “High-Need Communities” through **Nevada Ready!** The most significant gain in quality structural measures to Nevada’s existing Pre-K program will be the increased number of programs improved from providing instruction to children a minimum of 10-hours a week, to programs that provide a minimum of 25-hours a week or 5-hours a day (**Table 2**)...

Table 2: Nevada Existing High-Quality Pre-K Requirements

Licensure	Early Childhood Education (ECE)/Pre-K teachers responsible for providing direct instruction to ECE students must be licensed to teach Pre-K (Birth – 2 nd grade), and hold a minimum of a Bachelor’s Degree.
Curriculum	Programs must use the Nevada Pre-K Content Standards and developmentally appropriate, research-based curriculum.
Size/Staff Ratio	Class sizes must not exceed 20; child/staff ratios must not exceed 10:1.
Evaluation/Longitudinal Data	Education Program must participate in the statewide program evaluation system, both annual and longitudinal.

Parent Involvement	Program must involve parents.
Wrap-Around Coordination	Programs must coordinate with existing programs /community services.
Equal Access	A homeless Pre-K child must have equal access to the same public Pre-K programs as provided to other children, and that child must be enrolled immediately, even if the child lacks records normally required for enrollment, such as immunization records.
Special Ed/Title I	Strong emphasis on collaboration with Early Childhood Special Education and Title I.
Health & Safety	Health and Safety standards follow individual school-district or state-level requirements.

A5) Set Expectations for the School Readiness of Children upon Kindergarten Entry

NDE developed a strategic plan in January 2014, titled “**Nevada Ready!**”. This plan addresses the importance of high-quality education and addresses education and school readiness to prepare students to be ready for Kindergarten and beyond as well as sets expectations that nothing less than **Nevada Ready!** is acceptable. Kindergarten readiness, also referred to as school readiness, represents the development of the skills necessary to be academically, physically, socially and emotionally ready for entrance into the formal academic setting. School readiness across these domains is clearly defined in Nevada’s ELDS standards. Each child’s school readiness must also address the schools’ readiness for children and the capacity of families and communities to provide developmental opportunities for young children. We can only expect our children to be ready for school when families, schools, educators, communities and service delivery systems are prepared to support and sustain their growth. Nevada is aiming for: “**Ready Families**” to recognize their role as the child’s first and most important teacher, providing steady and supportive relationships, ensuring safe and consistent environments, promoting good health, and fostering curiosity, excitement about learning; “**Ready Educators**,” including licensed and skilled teachers, who possess and are able to implement appropriate curriculum based on children’s development, including special needs; and build on children’s strengths; and are sensitive to cultural values and individual differences; “**Ready Schools**” provide a seamless transition to a high-quality developmentally-appropriate learning

environment by engaging families and the whole community; *“Ready Communities”* include businesses, faith-based organizations, early childhood service providers, community groups, and local governments, who work together to support children's school and long-term success by providing families affordable access to information, services, high-quality child care, and early learning opportunities; and *“Ready Systems”* describes the availability, quality, and affordability of proven programs that influence child development and school readiness, and includes public and private agencies providing support, information and tools that help family, educators, schools, and children.

A6) Stakeholder Support

The Governor's recent P-3 Symposium is a testament to the overwhelming support for improving access to high-quality Pre-K programs in Nevada. This symposium was attended by 125 participants who represented a broad group of stakeholders including many early learning intermediary organizations such as state and early learning councils; K-12 leaders; higher education; local, county and state government partners; LEAs; family advocates; and elected officials. Additionally, Nevada's grant application was guided by a statewide advisory committee including members from The Las Vegas Urban League, The Children's Cabinet, NECAC, higher education, local agencies and LEAs. Preliminary agreements from LEAs within identified high-need communities are in *Appendix A5*. In addition, letters of support have been provided by early learning intermediary organizations, state and local early learning councils, and wraparound service providers for Pre-K and can be found in *Appendix A3*.

A7) Allocate Funds

Activities to Build and Improve Pre-K programs: NDE's proposal to build infrastructure for new high-quality Pre-K seats and to improve existing half-day seats to full-day, high-quality, utilizes a multi-pronged approach. First, NDE has identified sub-grantee(s) from LEAs, private entities, non-profits, charter schools, and faith-based programs. This will allow Nevada to offer a variety of Pre-K seats for the most vulnerable children in our community, under the 200% FPL, in high-need communities. This adheres to the grant guidelines and Nevada's approach to offer an all-inclusive and diverse setting for high-quality Pre-K opportunities. NDE is proposing to sub-grant 75% of grant, 10% higher than the grant requirement, as much of the initial development process has been completed in Nevada. Secondly, NDE will be utilizing 25% of grant funds to build the infrastructure and capacity by providing monitoring and evaluation;

professional development to expand to full-day; training; working as part of the team to identify physical space; and direct services to build a comprehensive Pre-K system. This proposal includes a more than $\frac{(b)}{(4)}\%$ match increasing to $\frac{(b)}{(4)}\%$ by year 4, and will allow for sustainability after the grant period, and allow for ELDS to be linked from birth to 3rd grade.

Nevada is a WIDA Consortium State funded to support linguistically diverse students through high-quality standards, assessments, research and professional development for educators. The WIDA Consortium will work to link all standards for culturally and linguistically diverse students across each measure of early learning and beyond, for all schools. NDE recently extended the collaboration with WIDA to enhance the development of English Language and Development Standards and assessments to be piloted in respective ELL State pre-K sites. These efforts will be done through a collaborative communication outreach program and Pre-K sub-grantee input to ensure that all families, including those who are isolated or otherwise hard to reach are included. Nevada is including transportation for the rural communities, with outside and tribal areas a significant distance from the Pre-K sites.

To provide seats by the end of year one, Nevada will be improving existing high-quality Pre-K seats to full-day. The current infrastructure currently includes the other high-quality Pre-K standards, which allows Nevada to move forward quickly. The sites for the improvement have been surveyed and with NDE training and support on how to use the expanded time effectively, are excited and confident they will be able to meet this ambitious timeline.

B. NEVADA'S COMMITMENT TO HIGH-QUALITY PRE-K PROGRAMS

B1) State Early Learning and Development Standards

Nevada is committed to develop and improve the State Pre-K program infrastructure by delivering high-quality programs through comprehensive Nevada Early Learning and Development Standards (ELDS). Nevada's Pre-K standards (*Appendix 6*) are embedded in Nevada's Early Childhood Comprehensive System (ECCS) to provide guidance for teachers, administrators and parents when developing learning experiences for young children. The ECCS incorporates the five essential domains of school readiness of children's early development and learning: Health and Physical Development, Social/Emotional Development, Language Development and Communication, Approaches to Learning and Creative Expressions, and Cognition and General Knowledge (Math and Science). Nevada ELDS ensure that the programs

and guidelines are designed for all students in Nevada, regardless of cultural, linguistic, socio-economic or developmental characteristics of any student.

Nevada's commitment to ELDS has been progressing for over ten-years and is comprised of two components: 1) Early Learning Guidelines (ELG) (ages 0-3) and 2) Pre-K Standards (ages 3-5). The ELG and Pre-K standards were developed with input from community stakeholders, higher education, teachers and child care facilities to ensure applicability and appropriateness of early care and education settings, such as child care centers, family child care homes, Head Start, faith-based, private, and publicly-funded LEAs for Nevada's children. As a condition of funds from this application, all current and proposed High-Quality Pre-K sites are required to implement ELDS with appropriate curriculum and aligned assessments.

Nevada's ELDS crosswalks currently align standards for children age birth to three, three through five, with NVACS coding and content areas. Nevada's ELGs are aligned to the Nevada Pre-K standards, and provide the foundation for learning from which the Pre-K standards emerge. These Pre-K Standards were further revised in 2010, with a crosswalk to align the coding and content areas to Nevada's K-12 Content Standards (now Nevada's Academic Content Standards (NVACS)). NDE is committed to the next step of having one set of comprehensive standards for children birth through 3rd grade. In 2014, the State of Nevada adopted the next generation science standards to which the Pre-K Standards will be aligned, fully embracing a system of college and career readiness.

B2). Nevada's Financial Investment in High-Quality Pre-K Programs

During the Great Recession, Nevada was one of the hardest hit states in the country with the highest foreclosure rate and consistently ranked with top states in unemployment. However, in 2013, Nevada lawmakers, who were and continue to be committed to the importance of Pre-K Education, approved funding for several components of high-quality Pre-K programs totaling \$(b)(4) for the current 2015/2016 Biennial (*State Pre-K School Program \$(b)(4)*, *English Language Learners (ELL) Pre-K Program \$(b)(4)*, and *Kindergarten Education Assessment (KEA) Implementation Pilot \$(b)(4)*, described below.)

The State of Nevada currently funds (b)(4) State Pre-K classrooms, serving (b)(4) students, **Table 3.** This represents roughly (b)(4)% of the eligible four-year old population, served in Nevada Pre-K. Nevada has demonstrated success with diverse student populations, formative assessments, and hosts over ten-years of longitudinal data.

Table 3: Nevada's 2014 State Pre-K Enrollment

County	State Pre-K: Number of Classrooms	State Pre-K: Students Served
Carson City	2	(b)(4)
Churchill	2	
Clark	10	
Elko	3	
Humboldt	1	
Mineral	1	
Nye	1	
Pershing	1	
Washoe	13	
White Pine	1	
TOTAL	35	

Nevada's Expansion of English Language Learners (ELL): In the 2013 Legislative Session, with the passage of Senate Bill (SB) 504, Nevada allocated additional state funding in the amount of \$(b)(4) to support Pre-K Programs in targeted schools with high ELL in Clark and Washoe Counties called Zoom Schools; and through a competitive process in rural and frontier LEAs called Non-Zoom Schools, *Table 4*. The NDE worked to ensure alignment with the State Pre-K program requirements with the Zoom and Non-Zoom Schools. This Development Grant will permit Nevada to enhance the existing ECE evaluation database to include all ELL Pre-K and Pre-K development sites.

Table 4: Nevada's Additional State Funding to Support ELL Pre-K Programs

Numbers reported for	Number of ELL Pre-K children served	Number of Classrooms	Estimated funding supporting ELL Pre-K
Non-Zoom (4) rural school districts- Carson, Elko, Humboldt, Nye)	(b)(4)	8	\$(b)(4)
Zoom: Clark		14	\$
Zoom: Washoe		6	\$
TOTAL		28	\$

Assessment for Kindergarten: In addition to funding Pre-K programs, the Nevada Legislature allocated \$ (b)(4) to pilot a KEA tool. The assessment tool, Teaching Strategies GOLD (TSG™), is currently in its second year and is being piloted in six school districts. Nine LEAs and various Head Start programs are also using the TSG™ tool as a Pre-K formative assessment. The final results from the TSG™ pilot evaluation are due June, 2015. Nevada is also part of a multi-state Consortium KEA project. The participating states are considering and evaluating a KEA instrument. This will allow Nevada the opportunity to analyze the results of the pilot and consortium project which will inform the state towards the adoption of the most effective tool for a statewide assessment.

B3) Enacted and Pending Legislation, Policies & Procedures

Nevada's commitment to high-quality early learning and Pre-K is evidence by legislation, policy and commitment to setting expectations for serving children with high-needs. This comprehensive system of support includes: ELL program(s) by creating Zoom and Non-Zoom Schools; P3 Policy Academy through the NGA; the Expanding Opportunities Initiative (working with young children with disabilities); Re-organized NDE; WIDA Consortium Partnerships; Proposed biennial legislation; and approved statewide policies and standards for Pre-K.

English Language Learner (ELL) creating Zoom and Non-Zoom Schools: Zoom Schools are defined as having a high percentage of ELL's with extraordinary potential for improvement, inclusion and advancement. Nevada was able to allocate funding to the most populous counties, Clark and Washoe to develop and enhance Zoom School activities. Zoom Schools are required to provide free quality Pre-K programs, Full-day Kindergarten, reading skills centers, and free summer or intercession programs. Nevada's Non-Zoom Schools, in rural and frontier counties, also participated in the competitive grant process to implement Pre-K classrooms in schools with a high percentage of ELLs. With this new legislatively-funded program, (b)(4) new Pre-K classrooms have been created serving an additional (b)(4) four-year old children in Nevada and serves as an example for Nevada to expand and enhance Pre-K.

Nevada Birth-3rd Grade (P3) Policy Academy: Nevada was one of six states selected in 2013 to participate in an 18-month Birth-3rd Grade Policy Academy sponsored by the National Governors Association (NGA), and has received comprehensive technical assistance to improve learning outcomes from birth through 3rd grade.

Expanding Opportunities Initiative – Young Children with Disabilities: Nevada is the most recent cohort of states to expand their commitment to enroll young children with disabilities in quality English Language Development (ELD) programs. The initiative *Expanding Opportunities* works to remove barriers and increase access to education and resources for children and families of diverse backgrounds, education, language and culture. Utilizing the technical assistance and aligning with the collaborative goals, Nevada expects to: 1) Strengthen partnerships and initiatives for comprehensive assessment and resources; 2) Increase public awareness regarding inclusion and tolerance; 3) Develop and improve professional development; 4) Address funding and financial barriers to inclusion and equal access; and 5) Build community partnership to develop strong legislative initiatives; and cohesive supports through political and community leaders, and share with other states.

Re-Organized Nevada Department of Education (NDE): In an effort to improve outcomes for children in Early Childhood (EC) programs, Governor Brian Sandoval authorized the reorganization of the state agencies that oversee Nevada’s Early Childhood Education System (NECES) (Executive Order 2013-16). This improved coordination and streamlined resources, policies, and practices. This major change in leadership structure has elevated early care and education as a visible priority in our state. This reorganization designates NDE as the lead entity for NECES and repositions the Head Start State Collaboration, Early Childhood Systems Office (HSSC & ECSO) and the Office of Early Care and Education (OECE) from the Nevada Department of Health and Human Services (DHHS) to NDE, in combining State Pre-K program. The Office of Early Learning and Development (ELD) is part of the NDE’s Division of Student Achievement and is co-located with other offices overseeing ECE programs. These include Title I, Striving Readers, Early Childhood Special Education and Pre-K English Language Learners. This restructuring created the stronger alignment of the funding, policy, monitoring functions and resources that directly support quality improvement for ELD programs and educators.

World-Class Instructional Design and Assessment (WIDA) Consortium Partnerships: To address Nevada’s diverse demographics and to expand educational opportunities for all students, Governor Sandoval, the Legislature, and NDE have supported policy initiatives and funding for WIDA. Nevada is a WIDA Consortium State which supports linguistically diverse students through high-quality standards, assessments, research and professional development for educators. As part of WIDA, Nevada works to align both state and federal resources with WIDA

and Assessing Comprehension and Communication in English State-to-State (ACCESS). ACCESS for ELLs is a secure, large-scale English language proficiency assessment given to K-12 students who have been identified as ELLs.

Upcoming Biennial Legislation: Through a coordinated effort, Nevada expanded the number of full-day Kindergarten seats during the 2013 and 2014 academic school years. As a result, approximately (b) % of Nevada schools now offer full-day Kindergarten. Governor Brian Sandoval is committed to expanding full-day Kindergarten programs across the entire state during the FY 16/17 Biennial Legislature and is proposing to expand Pre-K by adding full-time seats and improving existing half-day programs, to full-day quality Pre-K programs in high-need communities. This proposal aligns with the state's committed match in this proposal, with a commitment of an additional \$(b)(4) over four-years for this grant, in the upcoming biennial budget. In addition, Governor Sandoval was recently named Chairman of the NGA Education and Workforce Policy Committee to work on federal education and workforce policy, including ECE and post-secondary, demonstrating his legislative and policy commitment to Pre-K, Kindergarten and EC initiatives.

Nevada's Commitment: Nevada has demonstrated a significant commitment to high-quality Pre-K by funding the development of ELD standards in Nevada; development of alignment and crosswalks for Pre-K to Kindergarten; and the development of alignment and crosswalks for K-12. Nevada has also funded formative assessments and implemented a pilot project to develop a common, statewide KEA. Additional policies have been developed including The Nevada Registry (early childhood professional development and career ladder); included NECAC in Nevada Revised Statute, with support from the local advisory councils; and the legislative approval of the P20W Education Standards Council to provide focus, accountability and support for collaboration across early learning, K-12 and postsecondary stakeholders.

B4) Nevada's Quality of Existing State-Funded Early Learning Programs – (TORIS)

Nevada's current state-funded Pre-K program was developed using evidence-based activities, standards, monitoring and data analysis. Nevada's State Pre-K program ensures measures of high-quality Pre-K by incorporating them into state plans, objectives and goals. In addition, the identification of sub-grantees for participation in the current State Pre-K program is determined through a competitive grant process that incorporates a state-level review process to evaluate the ability of applicants to implement a quality Pre-K program incorporating specific

outcome indicators; enhancing collaboration efforts; aligning programs and services to reduce cost/child; meets national benchmarks of quality; data collection; implementing ELDS through evidence-based activities; culturally and linguistically responsive strategies; screening and the ability to provide wraparound and comprehensive educational support services, **Appendix B4**.

Nevada current State Pre-K program funds 10 LEAs out of the 17 school districts and one community-based organization. All of these programs operate under state guidelines for a quality Pre-K classroom to build a foundation of readiness in Pre-K and beyond. Nevada's State Pre-K includes well-educated teachers, (Bachelor's Degree with an Early Childhood Certification); low teacher-child ratios and small class sizes; research-based curriculum aligned to the Pre-K standards; inclusion of all children's backgrounds; individually-developed accommodations; regular program evaluation; a focus on the whole child and family; and wraparound comprehensive services.

Key Findings: The most recent Nevada Pre-K annual-longitudinal analysis concluded: 1) Children achieved significant learning gains in expressive and receptive vocabulary in Pre-K; 2) All programs met or exceeded all six statewide indicators (Reading Readiness (Individual Gain); Reading Readiness (Average Gain); English Language Acquisition (Average Gain) on the developmental progress of children and (Individual Parenting Goals; Time with Children; and Reading with Children) parent involvement; and 3) Positive long-term effects on student academic skills, vocabulary development, and increased scores on the Criterion Referenced Tests (CRT) in elementary schools, with special emphasis on dual language learners (DLL).

Program Compliance, Monitoring & Assessment: The Nevada State Pre-K program began in 2002 and has more than 10 years of longitudinal data measuring child outcomes. The measures include detailed, high-quality student and staff data to provide an academic and performance history for each student. Quality is initially evaluated by assessing the program design during the sub-grant process (and is required at each biennium to retain Pre-K funding). Post-award program quality is monitored and measured four ways: 1) Assessment of Program Quality Indicators by the Early Childhood Environment Rating Scale (ECERS) and Early Language and Literacy Classroom Observation (ELLCO); 2) Site Observations – performed annually by NDE; 3) Child Outcome Assessments – using the Peabody Picture Vocabulary Test (PPVT); Expressive One Word Picture Vocabulary Test (EOWPVT); School Year Progression using the

findings from the annual state longitudinal data evaluation; and 4) Bi-annual reporting, improvement plans and data analysis – data is entered into ELD database. **Appendix B5**

Tiered Quality Rating Improvement System (TQRIS): The Silver State Stars TQRIS uses quality indicators in a star rating scale designed to promote quality improvement of child care center quality. Nevada's TQRIS system is a tiered program with multiple rating categories that differentiate the progress of each center based on program standards. This grant will expand the Nevada TQRIS system by developing a model that incorporates LEA sites. All child care centers that choose to participate in the high-quality preschool program will begin with one star; as the center progresses through the TQRIS process additional stars are earned. The TQRIS process includes several components including a director orientation, application assistance, environment rating scale (ERS) pre-assessment, coaching (onsite technical assistance and training), improvement, grants, binder submission and support, ERS post assessment, final rating, and maintenance coaching. NDE works to ensure the TQRIS program participants are implementing their individual programs based on comprehensive and statewide adopted standards. Providers may receive up to 18-months of coaching prior to an initial rating; valid for two years. A provider with a star-rating is eligible for additional coaching to maintain, improve or advance to a higher rating. The current childcare based TQRIS process is available on a publicly accessible website (www.nvsilverstatestars.org).

Improvement Indicators: State Pre-K utilizes two instruments to measure quality through the existing monitoring system: the Early Childhood Environment Rating Scale-Revised (ECERS) and the Early Language and Literacy Classroom Observation (ELLCO) instruments. Nevada is proud of the State Pre-K average rating on the ECERS of 4.47 as it is an above the average rating conducted in 2011-12. Nevada's Program has met seven of the national, research-based quality indicators for early childhood programs as determined by the National Institute for Early Childhood Research (NIEER). Comprehensive annual and longitudinal data and evaluation reports are compiled and analyzed for improvement each year.

Findings from Longitudinal Evaluation from Cohort 6: Cohort 6 are four-year-olds who participated in Nevada's Pre-K Program during 2008-09 and entered 3rd grade in 2012-13. According to Nevada's longitudinal evaluation these students made large learning gains in both receptive vocabulary and expressive vocabulary. This Cohort scored "higher" (58%), compared to 54% in reading; and 71% compared to 67% in math; than a matched group of non-cohort

students on the Nevada CRT reading and math. Since the beginning of the program, Nevada ECE parental support increased from 60% to 80% increasing their time spent with their children; and increased from 30% to 80% of reading to their child(ren).

Integrating Kindergarten Entry Assessments (KEA): Nevada's goal is to align a KEA with the Common Core Standards and in the process, identify the most effective KEA to administer to children during the first 90-days of Kindergarten class covering the essential domains of school readiness. It is necessary to ensure the instrument is both valid and reliable and in conformance with the recommendations of the National Research Council on early childhood. Currently, Nevada is working on two (2) KEA projects. The first is a statewide KEA pilot project now in its second year. The Teaching Strategies Gold™ (KEA was funded (b)(4) for development, implementation and assessment of the instrument. The second project, Maryland/Ohio Kindergarten Entry Assessment (MD/OH) involves Nevada as a consortium of six states working to identify a set of essential skills and knowledge based on ELD standards that are aligned and essentially identical across these six states. The TSG™ pilot will conclude in June 2015. Nevada will use the results of this pilot and the consortium findings to implement a statewide KEA within the next four (4) years.

B5) Nevada's Coordination of ECAC with Pre-K Programs and Partnerships

As each community is distinctly different, Nevada recognizes the importance of individual communities providing valuable input for Nevada's early childhood system. In 2009, the NECAC used funding to establish local early childhood advisory councils (ECACs) across the state, including the Tribal Early learning Advisory Council (TECAC). Local advisory councils report to the state council. These councils have a range of membership which develop, expand and improve a collaborative, coordinated system that improves efficiencies and outcomes in the delivery of early childhood services that align local planning with state-level priorities. For example, the Southern Nevada Early Childhood Advisory Council (SNECAC) consists of 40 community members. Members of SNECAC work to create a collaborative, coordinated system that improves efficiencies and outcomes in the delivery of early childhood services.

The local ECACs are committed to developing high-quality preschool within our state and their communities and will be an integral component of the necessary work of this proposal. In addition, NECAC will work with them to ensure continuous alignment and reinforce collaborations of existing state and federal resources that serve preschool aged children including

McKinney-Vento Act (example, the homeless activities and shelter expansions in urban counties); Head Start Act (through active participation and coordination of Pre-K programs); the Child Care and Development Block Grant (with DHHS and local ECE leaders), and IDEA (through the NDE) to ensure a reduction of existing services does not occur. *Appendix A3.*

B6) Nevada's Partner Coordination

Pre-K services focus on the whole family. A strong family unit has tremendous influence in the success of each child's education. Nevada's Pre-K partner collaboration has a broad base of support for wraparound, comprehensive services. This is accomplished with critical wraparound education and direct services for families identified as high-risk and vulnerable. NDE has developed relationships with many partners including: Division of Public and Behavioral Health (Maternal, Infant and Early Childhood Home Visiting, Child Care Licensing); Division of Aging and Disability Services (Nevada Early Intervention Services (NEIS)); Division of Health Care Financing Administration (Medicaid, State Children's Health Insurance Program (CHIP), Early and Periodic Screening, Diagnostic and Treatment for hearing, vision, dental, health, and development (PSDT)); Division of Child and Family Services (DCFS) (Children's Mental Health, Child Welfare); Individuals with Disabilities Education Act (IDEA) Part C Office; and the Child Care and Development (CCDF) coordination and resources of Child Care and Development Block Grants. These efforts are strengthened by working with Early Learning Intermediary Organizations; Early Learning Providers; teachers; parents; and comprehensive services providers. Working as one Nevada through public, private, faith-based and non-profit partnerships, Nevada will move forward improving and expanding high-quality Pre-K in high-need communities.

The Nevada Head Start Association serves as a valuable partner with Pre-K programs. Nevada Head Start programs are located in three distinct geographic areas throughout the state: urban, rural, and frontier communities, ranging in population from 80 to over 1,000,000 people and encompassing 110,540 square miles. The Nevada Head Start Association is comprised of: Acelero Learning Clark County Head Start; CSA Head Start in Washoe and Lyon Counties; Head Start of Northeastern Nevada; Inter-Tribal Council of Nevada; Sunrise Children's Foundation Education Early Head Start; Reno Sparks Indian Colony; University of Nevada, Reno; Washoe Tribe Head Start; and Little People's Head Start in White Pine County.

These many partnerships allow Nevada to reach out to hard to reach frontier counties, rural counties, and Tribal communities.

The Supplemental Nutrition Assistance Program (SNAP); and the Special SNAP for Women, Infants, and Children (WIC); the Department of Agriculture; Southern and Northern Nevada food banks; and community partners work to ensure nutrition services are available at each site and are aligned with the Child and Adult Care Food Program guidelines. These services and supports are not just for the Pre-K children, but for the entire family. Nevada's comprehensive wraparound services focus on the basic needs of food, clothing, shelter, health and a safe environment to allow for optimal results in the classroom.

NDE proposes to work closely with United Way of Southern Nevada (UWSN) in Clark County to improve and expand high-quality Pre-K programs throughout southern Nevada. UWSN is a strong partner in this proposal and currently serves students in high-need communities with existing Pre-K programs and essential wraparound services. Fortunate to Nevada we have many external organizations, family advocates and professionals, licensing entities, LEAs, higher education, workforce boards, education related councils, state, county and local direct service support programs, in an effort to improve the care and education for all young children in Nevada. These same entities, as well as political and civic leaders, federal, state and philanthropic funders, and other key stakeholders in our early childhood system, are vocal and active in their support of this plan. This collaboration is facilitated through a cross-body of representation on committees; work groups; outreach; and communication affecting the early childhood continuum.

Nevada's list of partners that work tirelessly to support preschool development in Nevada is expansive and include: First Lady Kathleen Sandoval, Children's Advocacy Alliance, Strong Start, Las Vegas Urban League, NevAEYC, University of Nevada, Technical Assistant Center on Social Emotional Intervention (TACSEI), The Children's Cabinet, United Way of Northern Nevada, United Way of Southern Nevada, Washoe County Early Childhood Advisory Council, Washoe County School District, Clark County School District, Nye County School District, Churchill County School District, Lyon County School District, the City of Las Vegas, Clark County, Carson City School District/ Carson ECAC, Children's Advocacy Alliance, East Valley Family Services, Easter Seals Nevada, Elko County ECAC/Great Basin College, Entravision, Latin Chamber of Commerce, Nevada ECAC, Nevada PEP, Nevada Tribal ECAC and State of

Nevada Indian Commission, Teaching Strategies, Truckee Meadows Community College, Western Nevada College, College of Southern Nevada (CSN), and Washoe County Early Childhood Advisory Council. This list grows each day and is not all inclusive.

C. ENSURING QUALITY PRE-K PROGRAMS

C1) Quality Programming- No more than 35% of Funds for Infrastructure

Nevada proposes an ambitious and achievable plan that will use **less than 25%** of the funds received by this grant award for State infrastructure and quality improvements. We propose to do this by utilizing existing systems and programs and focus on ten key objectives: 1) Enhance early learning development standards (ELDS); 2) Upgrade teacher licensing to encompass birth to 3rd grade continuum; 3) Improve teacher and administrator early education professional development programs; 4) Implement a comprehensive early learning assessment system; 5) Coordinate early childhood data that links longitudinal data system; 6) Enhance monitoring program; 7) Implement statewide KEA; 8) Engage parents in decisions about their children's education and development; 9) Provide comprehensive wrap-around services for students and families; and 10) Engage community stakeholders at all levels.

Objective 1.1: Enhance Early Learning Development Standards (ELDS)

Activity / Milestone: Develop Strategy to examine Nevada's Birth to 3rd grade structure; and strengthen ELDS standards along the Birth – 3rd grade continuum

Responsible: Pre-K Grant Education Program Professional

Timeline: Q2 2015

Measured Outcomes: 1) Alignment Report (P-3) with proposals; 2) Expand ELDS Strategic Plan to incorporate approved changes; and 3) Public meeting for input on ELDS.

Enhance Early Learning Development Standards (ELDS): The Nevada Pre-K grant will support a statewide comprehensive network to align birth through age five programs to ensure more children are prepared for success throughout their school career by 1) Promoting and integrating early education and care providers toward Kindergarten readiness; and 2) Family engagement and collaboration service providers. With awareness and momentum generated by recent state and district leadership and activities, Nevada is well-positioned to improve and expand Pre-K programs to the highest need communities. Through support from the Pre-K Development grant, Nevada will strengthen birth through 3rd grade continuum for supporting

children's early learning and development that integrates and coordinates ELDS in the K-12 system to: 1) Sustain early childhood outcomes; 2) Ensure statewide consistency in efforts across the P-3 continuum; 3) Eliminate the achievement gap; 4) Establish a culture of collaborative inquiry, shared language and aligned instructional practices across Pre-K-3rd grade; and 5) Maintain a developmental focus across Pre-K through 3rd grade.

Objective 1.2: Upgrade Teacher Licensing to Encompass Birth to 3rd Grade Continuum

Activity/Milestone: Update Nevada teaching licensure requirements to incorporate standards from Birth to 3rd grade continuum, from K-2nd grade.

Timeline: Q1 2016

Responsible: State Pre-K Education Program Professional

Measured Outcome: 1) Approved P-3 licensure certification for teachers.

Improve Teacher Licensing Requirements: In order to have teachers who are better prepared to teach in Pre-K classrooms and to ensure there is high-quality in both publicly funded and private Pre-K programs, licensing requirements and policies will be reviewed and updated by NDE to enable the expectation of obtaining a degree with an early childhood emphasis.

Nevada State Pre-K programs require the hiring of Pre-K teachers with a minimum of a Bachelor Degree and an early childhood (birth-2nd grade) certification. These education requirements are not in place for EC teachers. Directors of childcare centers are also not required to hold more than an Associate's Degree or its equivalent. Individual childcare centers in Nevada can choose to adopt higher quality-standards, education requirements for Pre-K teachers in the private sector are not yet standardized in Nevada. This creates a results gap between publicly funded and subsidized programs and childcare centers in Nevada.

Nevada proposes a two-pronged approach in ensuring the highest quality ECE are in classrooms:

1) Teacher preparation programs to adequately prepare EC educators, by having classes that focus on all domains of child development and developmentally appropriate practice; and 2) NDE to work with higher education to provide information and flexibility of certification and education programs to support Pre-K providers to *hire and retain* teachers with ECE and training.

Objective 1.3: Improve Teacher and Administrator Professional Development Programs

Activity/Milestone: Develop/Conduct Training for Pre-K Providers, Future Providers, and K-3

teachers in the use of ELDS for Pre-K; assessments; data collection; and linkage to 3rd grade evaluations.

Timeline: Q1 2015 – end of grant

Responsible: Pre-K Professional Development

Measured Outcome: 1) # trainings; 2) # attendees by type; 3) % demonstrating increased knowledge (pre-test; and post-test); 4) % demonstrating understanding of how to plan learning experiences across grade levels” through post-test; 5) 100% of Pre-K certified teachers trained over a one-year period; and 6) Feedback Survey on quality of instruction; suggested areas of expansion or improvement. *(Provide 100% of training to publicly funded Pre-K teachers each year, by July 1)*

Activity/Milestone: Provide Professional Development and Coaching to State and Pre-K Principals, Program Administrators and/or Professional Development staff at each site.

Timeline: Q2 2015 – Q4 2018

Responsible: Pre-K Professional Development

Measured Outcome: 1) # Pre-K training sites; 2) % of sites holding training; 3) # of leaders, principals and administrators coached; 4) Confidential on-line survey on coaching and support by NDE (quality, identify skills learned, suggestions for additional training); 5) # of PD programs developed; 6) # Instructions provided in person, on-line or through alternative measures; 7) Website monitoring factors; 8) Over 80% of all Pre-K leaders coached or in Professional Development, by July 2016; 9) 75% of Administrators and Pre-K – 3rd grade educators will demonstrate they are knowledgeable about developmental and protector factors – application to teaching and learning; and 10) 75% of educators in Pre-K – 3rd grade learning communities will increase instructional practices linked to positive outcomes and expectations on NACS.

Activity/Milestone: Develop Plan for ELDS through 3rd grade to be integrated into higher education and in-service systems into Education Leadership programs.

Timeline: Q3 2015 to Q3 2016

Responsible: Director of Office of Early Learning and Development

Measured Outcome: 1) Identification of Sub-grantee Representative into process; 2) Plan developed and presented to P20W Committee; 3) Integration Plan (Plan only, actual integration through State funding process).

Improve Teacher and Administrator Professional Development: High-quality Professional Development (PD) is a component for Nevada's improvement in student achievement. Nevada is creating a strong infrastructure to improve early education professional development activities for teachers working in high-quality publicly funded Pre-K programs. As part of this effort, Nevada Registry will support the professional development needs of ECE educators statewide by working with NDE to list community-based trainings that count toward NDE licensure renewal and also have Registry approval. The Registry is a comprehensive career development and data collection system that operates the statewide training approval system for all informal, community-based training, which includes a network of registered trainers who provide professional development to the early childhood community.

The Pre-K Development Grant will support Nevada's approach to build a sustainable system of training, licensing, and incentivizing Pre-K teachers. This system will include working with NSHE to review quality and build capacity in teacher preparation programs focusing on ECE. Nevada will also support the development of web-based teacher development programs through the University and national partners. Other supports include: 1) new Pre-K teachers will receive a stipend of \$250 to use for activities in their classroom; 2) childcare provided for professional development and licensure; and 3) stipends for training. A thorough review of ECE teacher preparation programs in the state will be completed, focusing on a) Nevada's current capacity; b) Current program characteristics compared to the standards for initial and advanced early childhood teacher licensure set by the NAEYC; and c) Evidence that program graduates are successful in the early childhood classroom.

Objective 1.4: Implement a Comprehensive Learning Assessment System

Activity/Milestone: Implement Pre-K child assessment(s) in all quality Pre-K programs.

Timeline: Q3 2015 – Q4 2017 (as each seat comes on-line)

Responsible: Pre-K Education Program Professionals

Measured Outcome: 1) Develop baseline of assessments currently used assessments; 2) selected assessments for use statewide; 3) % increase in reading readiness; receptive and expressive vocabulary; 4) % Increase in English language acquisition; and 5)% programs using identified assessment. (*Pre-K Child Assessment Implemented August 1, 2015*)

Activity/Milestone: Selection KEA Assessment Tool (TSG or Consortium)

Timeline: Q3 2015

Responsible: Deputy Superintendent

Measured Outcome: 1) Evaluation of KEA July, 2015; 2) Sub-grantee input meeting.

(KEA Assessment Tool Selected August, 2015)

Activity/Milestone: Create professional development opportunities for KEA.

Timeline: Q3 2015 – End of Grant

Responsible: Pre-K Professional Development

Measured Outcome: 1) # trainings developed; 2) # attendees at attended, per site; 3) % of new Pre-K Classrooms receiving PD; 4) Training Survey (Customer satisfaction)

(PD provided at each Pre-K site, for each new Pre-K classroom, twice a year.)

Activity/Milestone: Train Pre-K, Special Education and ELL educators and staff on how to share the results with families.

Timeline: Q2 2016

Responsible: Pre-K Professional Development

Measured Outcome: 1) % teachers trained; 2) % teachers indicating they understand how to use family assessments; 3) % teachers indicating knowledge of sharing results with families; Pre- and Post-Test; % of teachers sharing results with families; 4) Average % increase in scores between pre-test vs post-test, goal is 25% increase; 5) Develop Policy and Procedures for sharing assessment data; 6) Information for parents (Spanish and English) on how to access information.

Activity/Milestone: Annually monitor & evaluate each element of the Comprehensive Early Learning Assessment System.

Timeline: Q2 2016 – Q4 2018

Responsible: Management Analyst II

Measured Outcome: 1) % of system components that are horizontally coherent, with the curriculum, instruction, and assessment all aligned with the early learning and development standards and with the program standards; 2) % of system components that are vertically coherent, with a shared understanding at all levels of the system of the goals for children's learning and development that underlie the standards, as well as consensus about the purposes and uses of assessment; 3) % of system components that are developmentally coherent, taking into account what is known about how children's skills and understanding develop over time and the content knowledge, abilities, and understanding that are needed for learning to progress at each stage of the process.

Activity/Milestone: Develop a list of approved assessments, including screening tools, formative and child-adult interaction assessments, addressing all developmental domains.

Timeline: Q3 2014 - Q4 2015

Responsible: Pre-K Grant Program Manager (in concert with NECAC, Sub-grantees)

Measured Outcome: 1) Identification of approved assessments; 2) % of Pre-K teachers trained on selected assessments; 3) % of Pre-K teachers systematically using approved assessments; 4) % of Pre-K teachers responding they understand the use and purpose of the assessments (survey).

Activity/Milestone: Identify/Implement Pre-K screening tool to identify supports for children

Timeline: Q3 2016

Responsible: Pre-K Education Program Professionals

Measured Outcome: 1) % of programs using Ages and Stages Questionnaire (ASQ) as universal screener for 0-5 programs; 2) % of classrooms utilizing the screening; 3) % of Pre-K classrooms trained; 4) % of Programs working towards Quality Pre-K trained; and 5) % of students who qualify for and receive support services (special education or intervention) as evidence by individual educational programs (EIP). (*Screening tools implemented in all high-quality Pre-K classrooms by July 1, 2016.*)

Implement a Comprehensive Early Learning Assessment System: Nevada's infrastructure approach follows the guidance from the National Research Council of The National Academies - *Early Childhood Assessment: Why, What, and How?* To build an effective system, Nevada's ambitious and achievable plan addresses: **Program Standards:** Nevada's Pre-K Content Standards are a comprehensive set of standards for children's learning age three to five. Through the work of the State's Pre-K Standard's Office, the NECAC, and the NDE, the Pre-K Content Standards have been aligned to the NVACS as well as the Nevada Infant Toddler Early Learning Guidelines. Nevada will implement these standards at the enhanced and new Pre-K sites.

Assessments: Nevada's EC classrooms use multiple approaches to documenting child development and learning and reviewing program quality. In 2012, a statewide, county-by-county, dual-focus needs assessment and planning process began to determine the feasibility of a county-level implementation of a statewide early childhood data system and a universal KEA. The results led to Nevada's better coordination of child assessments across developmental domains paying particular attention to the empirical evidence about the reliability and validity of

the assessments. **Reporting:** Nevada maintains a State Longitudinal Data System (SLDS) and just completed a feasibility study to integrate the Early Childhood Data components into this system. Nevada will expand the existing system to include all new Pre-K sites. **Professional Development:** Nevada will provide ongoing opportunities to understand standards, assessments, and to learn to use the data and data reports with integrity for their own purposes. It is understood that training and support to use assessments correctly greatly impact the validity of the selected instruments as well as the usefulness of the data and summarized results in modifying approaches with individual children, improving practices, and using data to identify growth in children. **Opportunity to Learn:** Nevada's TQRIS assesses whether the environments in which children are spending time offer high-quality support for development and learning, as well as safety, enjoyment, effective positive relationships, and to direct support where needed quality improvements are identified. Nevada will implement TQRIS in all Pre-K settings; however, the TQRIS will be amended to account for indicators that assume the setting is licensed and monitored by child care licensing, just as Pre-K programs in LEAs. Additionally, the KEA results will be used by Kindergarten teachers to individualize curriculum to the child's needs. KEA data will be shared not only with families, but also early learning programs which were attended by the children. Data sharing is imperative for early learning programs to improve their practices to improve children's school readiness. **Inclusion:** Nevada will review all assessment instruments and identify methods and procedures for ensuring that all children will be assessed fairly, regardless of their language, culture, or disabilities, and that the tools provide useful information for fostering development and learning. As part of the WIDA Consortium, Nevada will be leading the way in developing and piloting this new early childhood suite of assessments. WIDA seeks to advance P-12 academic language development and academic achievement for linguistically diverse students through high-quality standards, assessments, research, and professional development for educators. In addition, Nevada will standardize best practices learned from the Pre-K Implementation in Zoom Schools (for ELL). **Resources:** Nevada has appropriately budgeted for the financial resources needed to ensure the development and implementation of the system components and will sustain the comprehensive early learning assessment system after the expiration of this grant. **Monitoring and evaluation:** NDE will monitor the system to ensure that it is operating effectively and that all elements are working together to serve the interests of the children through objective measurements and tools; through

specific essential data elements: unique identifiers for children, educators, sites, child and family demographics, educator demographic, educator educational status, program structure requirements (child suspension, child expulsion, staff retention, staff compensation, workplace environment) and evaluation timeframes, *Appendix C4*.

Objective 1.5: Coordinate Linkage to State's Longitudinal Data System

Activity/Milestone: Expand Infrastructure for the Nevada State Pre-K Database to include all Pre-K Development sites, as approved by the P20W (legislative committee) and/or approved by the Governor's office.

Timeline: Q2 2015

Responsible: Office of Assessment, Data Systems, and Accountability Management, Program Manager (PM)

Measured Outcome: 1) # of Sites included; 2) % of sites included; 3) Training provided on use of site; 4) Infrastructure development presented at P20W quarterly meeting.

Activity/Milestone: State Longitudinal Data System (SLDS) team to identify data integration requirements and required EC data components - IT

Timeline: Q1 2015

Responsible: Office of Assessment, Data Systems, and Accountability Management, PM

Measured Outcome: 1) # data integration requirements identified (unique identifiers for children, educator, sites, demographics of child and educator, program structure.); 2) # of required ECE data components; and 3) Data integration implemented

Activity/Milestone: Map all individual ECE data stores (TQIRS, Pre-K, DHHS, Nevada Registry, Child Care Licensing, Early Childhood Special Education, Head Start, Resource & Referral, etc.) who have essential ECIDS elements.

Timeline: Q2 2015

Responsible: Office of Assessment, Data Systems, and Accountability Management, PM

Measured Outcome: 1) % of ECE data stores that house the essential early childhood data components mapped; 2) % of essential components identified

Activity/Milestone: Develop communication plan with sub-grantees on data collection to develop data plan; data use; data integration

Timeline: Q2 2015

Responsible: Pre-K Grant Program Manager

Measured Outcome: 1) Communication plan created (*specific for each community*); 2) Data collection plan; 3) Data use clarified; 4) Data Integration incorporated; 5) Identify needed input received from potential data partners; 6) % of Identified needs met
7) % essential data identified; and 8) Policies & procedures developed

Activity/Milestone: Expansion of SLDS system that creates a comprehensive early childhood data system. Identify phases of project to work with data contributors to develop, refine, and enhance the processes that will be associated with data extraction, data transmissions, data cleansing, and requests via the SLDS. First Phase implemented June 2015 (Pre-K from NDE.)

Timeline: Q3 2015 - Q3 2016

Responsible: Office of Assessment, Data Systems, and Accountability Management, PM

Measured Outcome: 1) Phase I Developed and Implemented; 2) Phase II Developed; 3) Phase III Developed; 4) % of essential data elements addressed in each phase; 5) % of data collected, input, cleansed and cumulative, at each phase.

Longitudinal Data and Indicators: NDE selected two longitudinal indicators of the effects of ECE by selecting, reviewing and considering data that schools already collected on students' developmental progress: 1) Student Achievement: The instruments used to measure student achievement include the Expressive One-Word Picture Vocabulary Test (EOWPVT); and, 2) Peabody Picture Vocabulary Test (PPVT). These tests measure developmental progress in the Nevada State Pre-K program and in Kindergarten through 3rd grade and beyond, to assess the longitudinal gains for children who participated in State Pre-K. The Nevada Criterion Reference Tests (CRT) is used for children after they enter 3rd grade. To assess parent involvement, NDE selected one measure, Parent/Teacher Conference Attendance. Schools currently collect data on parent attendance at parent/teacher conferences and it is a criterion for school accountability. As a longitudinal measure for the Nevada State Pre-K program, data is collected on the attendance rate of the parents of Nevada State Pre-K children compared to the school parent/teacher conference attendance rate at the same schools of non Pre-K parents.

The longitudinal evaluation methodology includes two quasi-experimental research designs to measure the developmental progress of children: a one-group pre-test/post-test design and a comparison group post-test-only design. A one-group pre-test/post-test design provides a measure of performance prior to participating in a program, and better controls for other explanations of the results. It provides a stronger analysis to determine whether the Nevada State

Pre-K program children maintained the significant learning gains they achieved during Pre-K into their K-12 school career. The use of the PPVT and EOWPVT as the follow-up measures in higher grades facilitates a more valid comparison of children's performance during their participation in the Nevada State Pre-K program with their performance afterward. In addition, both tests are norm-referenced, allowing the evaluation to compare the performance of students in the Pre-K program against national norms, as well as the comparisons of a Pre-K Cohort of students on the Nevada CRT in reading and mathematics is compared with a matched sample of classmates from the same schools and grades.

Objective 1.6: Enhancing the Rating Program - TQRIS

Activity/Milestone: Develop TQRIS for publicly-funded Pre-K programs

Timeline: Q3 2015

Responsible: NDE Assessment Education Program Professional

Measured Outcome: 1) Develop plan and implementation of TQRIS model for Pre-K; 2) Add ECERS and CLASS; 3) Implement at 100% of publicly-funded Pre-K sites; 4) ECERS pre and post-test scores; and 5) CLASS pre and post-test scores;

Activity/Milestone: Develop framework and implementation plan to align Nevada School Performance Framework (NSPF) and TQRIS.

Timeline: Q3 2016 – Q3 2017

Responsible: NDE Assessment Education Program Professional

Measured Outcome: 1) Develop alignment between NSPF and TQRIS; 2) Hold Stakeholder meetings (in north and south); 3) Develop implementation process for formal alignment; 4) Develop plan to increase NSPF rating after adding Pre-K elements and objectives.

Enhancing Monitoring Program –TQRIS: Early childhood programs are observed with a research based assessment. The Early Childhood Environment Rating Scale (ECERS) is frequently used as an assessment tool and looks at structural measures of quality. Nevada uses the following criteria as indicators for high program quality: highly trained and educated teaching staff, director credentials, ratio and group sizes, center accreditation, and the implementation of TQRIS. Understanding the importance of high-quality Pre-K opportunities created the need and support for Nevada to implement a TQRIS. Nevada's Silver State Stars (TQRIS) was implemented in 2009, with the mission of establishing standards to both measure and improve the quality of ECE programs and to provide a resource for providers and the

community. The TQRIS provides standards for programs and practitioners with trained coaches to provide support to EC educators and care professionals.

Nevada proposes to develop the TQRIS for public-funded Pre-K programs; including ECERS and CLASS. This will enhance Nevada's efforts to develop a framework and the future implementation to align the Nevada School Performance Framework (NSPF) with TQRIS. The efforts will be developed collaboratively and will consider the ECERS and CLASS pre and post-test scores. In addition, after adding Pre-K elements and objectives, Nevada will develop a plan that will result in the positive increase in the NSPF rating.

Objective 1.7: Implement Statewide Kindergarten Entry Assessment

Activity/Milestone: Approve Statewide KEA Implementation Plan

Timeline: Q3 2015

Responsible: Deputy Superintendent (working with NECAC)

Measured Outcome: Previous Goal to have KEA tool selected, August 2015 1) Develop implementation plan with supports and training; 2) KEA implemented by July 2016; 3) Number assessments replaced by KEA (% Reduction of 50%); 4) Decrease # of assessments, each site (% Reduction of 50%)

Activity/Milestone: Provide onsite training/support to Kindergarten teachers on KEA

Timeline: Q1 2016 (on-going)

Responsible: Pre-K Professional Development

Measured Outcome: 1) % Increase in Kindergarten classes using KEA; 2) Pre-and Post-test on KEA implementation understanding; Goal 30% increase; 3) # trainings; 4) % of Kindergarten teachers trained, by county; and 5) Survey of training on KEA

Activity/Milestone: Identify Pre-K Site KEA implementation teams who will provide peer-support and mentoring to implement KEA.

Timeline: Q1 2016

Responsible: Pre-K Professional Development

Measured Outcome: 1) # of implementation teams; 2) # districts with teams; 3) % of State districts with teams; 4) % of State Pre-K sites with teams

Activity/Milestone: KEA implementation training in district-level Principal Leadership Academies; Assessments; Actions for Improvement

Timeline: Q1 2016 – Q4 2018

Responsible: Pre-K Professional Development

Measured Outcome: 1) Training Developed (on-line and in-person); 2) Develop quality response on training and improvements needed

Activity/Milestone: Evaluate selected KEA instrument after year one of statewide implementation.

Timeline: Q3 2017

Responsible: Management Analyst II

Measured Outcome: 1) % feeling prepared to use tool; 2) % identified additional areas to implement tool; 3) Administration methods used by % of teachers using each method; 4) % sharing results with parents; 5) % using results for individualized learning; 6) % alternative instruction or curriculum based on results; 7) % change in percent of Kindergartners deemed having been ready for before and after implementing new KEA

Implement Statewide KEA: Nevada is in the process of developing a statewide KEA for continuity of data and to assess all Kindergarten students in Nevada. Currently Nevada is piloting the TSG™ assessment in six school districts. The first year of the pilot revealed three major findings 1) TSG™ is a useful tool for determining Kindergarten Readiness, and is particularly useful when those results are shared among peers and colleagues, between Pre-K/Early Childhood Special Educators and Kindergarten teachers and used to inform instruction; 2) TSG™ is highly recommended by educators—teachers and administrators—and parents for continuing use, with specific attention to the adjustments and adaptations as reflected in the third finding, and 3) For successful implementation and sustained use of the TSG™ tool, users specifically need adequate time, professional development and training, technical support and leadership from both site level and program administration (as well as the NDE) and funding to sustain TSG™ use beyond the pilot. The KEA has 23 components with specific objectives and dimensions to include Socio-Emotional; Physical; Language; Cognitive; Literacy; and Mathematic measures. The final evaluation of TSG™ as Nevada’s KEA is due by June 30, 2015. Nevada intends to use the findings of this pilot, and the MD/OH consortium results to inform the most effective KEA to implement statewide by August 2016.

NECAC and Sub-grantees: The NECAC and each sub-grantee representative will 1) Develop a list of approved assessments (screening, formative and child-adult interaction), 2) Identify the developmental area(s) to be assessed by the instrument to ensure all five developmental domains.

are included as well as if the instrument is effective with subsets of children (e.g., English language learners, children with special needs), 3) Review the final evaluation of the TSG™ pilot; 4) Review the MD/OH Consortium KEA, 5) Make a recommendation for the state to adopt statewide approved assessment, 6) Develop guidelines for sharing assessment data across programs and with families appropriately, and 7) KEA one-year review. Upon the adoption of a KEA, NDE proposes to support high-quality Pre-K providers to allow for implementation training and assessment time of the KEA by providing funds for substitute teachers.

Objective 1.8: Engage Parents in their Children's Education Decisions

Activity/Milestone: Update Nevada's family engagement framework to include families with children birth through age five.

Timeline: Q1 2015 – Q4 2015

Responsible: Director, Office of Parental and Family Engagement

Measured Outcome: 1) Updated framework; 2) Gap analysis on funded and unfunded needs to implement framework; 3) Provide comprehensive approved family engagement document

Activity/Milestone: Include outside stakeholder representation as well as district P-3 implementation teams.

Timeline: Q1 2015

Responsible: Director, Office of Parental and Family Engagement

Measured Outcome: 1) team rosters; 2) # of outside stakeholders; 3) % of representatives between public, private, NDE, and non-profit input.

Activity/Milestone: Provide training and resources to parents on ELDS

Timeline: Q3 2015 – Q4 2018

Responsible: Early Learning and Development Director (with Pre-Standards Coordinator)

Measured Outcome: 1) Increase in time spent with children; 2) Increase in time spent reading with children; 3) % of parents indicating increased knowledge; 4) Percent of parents offered training, at least once a quarter; and 5) Survey of training provided.

Activity/Milestone: Prepare parents to become stronger advocates for their children.

Timeline: Q3 2015 – Q4 2018

Responsible: Early Learning and Development Director (with Children's Advocacy Alliance)

Measured Outcome: 1) # Family Meetings (at least two in each identified community, each year of grant award); 2) % of parents receiving twice-yearly meetings with staff on child's

progress and transition to next setting; 3) % of parents indicating they were informed about what to expect in next setting; 4) % of parents who felt they could successful advocate for their child's education; 5) % of children's families attending trainings

Activity/Milestone: Share assessment data with families at a minimum twice per year

Timeline: Q3 2015 – Q4 2018

Responsible: Pre-K Grant Program Manager with sub-grantees

Measured Outcome: 1) % of parents indicating assessment data was shared at least twice a year; 2) % parents indicating that data helped them understand their child's individual progress

Activity/Milestone: Hold quarterly Family focused classroom meetings.

Timeline: Q3 2015 – Q4 2018

Responsible: Pre-K Grant Program Manager with sub-grantees

Measured Outcome: 1) # meetings held; 2) % of parents participating; 3) % of parents who commented on curriculum

Support Families by Providing Linkages to Community Resources: Nevada is committed to working with other agencies and providers to enhance the activities that support the delivery of high-quality Pre-K Programs for children in high-need communities; including wraparound social service programs, community outreach, language classes, workforce development opportunities, community health workers, and various outreach programs in linguistically and culturally unique communities. To provide the greatest potential for optimal ECE and Pre-K programs in Nevada, this proposal allows for the increase of parent engagement regarding child development and how to support their child's learning at home. Children in high-need communities have the most to gain from quality Pre-K, but are often the least likely to participate in such programs. Nevada will develop a comprehensive communication plan that will highlight the efforts to reach the most vulnerable children in Nevada's High-Need-communities, and in particular, those that are the hardest to reach including homeless, culturally diverse communities, and those with disabilities.

Nevada's communities have programs to build-up and support Pre-K programs' capacity. Nevada will incorporate a number of strategies to encourage support: 1) On-site parenting seminars and empowerment forums designed to inform parents of developmental milestones and useful home education strategies for each period of development; 2) Family events at the center

to build trust and relationships with the families and staff; 3) Family literacy and summer bridge programs; 4) Trained staff to respond when parents have questions concerning the development of their child; 5) Conduct surveys with families to identify their needs and input on performance of the staff and the facility; 6) Maintain contact with families on child's progress and share this with parents quarterly; and 7) Offering one-on-one conferences with families.

Objective 1.9: Provide Comprehensive Wraparound Services for Students and Families.

Activity/Milestone: Develop a comprehensive list of resources of comprehensive wrap-around services and support for students and families.

Timeline: August 2015

Responsible: Pre-K Grant Program Manager

Measured Outcome: 1) Description of comprehensive programs available in each community, with a contact name, address, phone number, limitations including but not limited to mental, medical, housing, food, childcare, transportation, health, family counseling, and those services specific to each community; 2) Identify case managers for parental engagement and support; 3) %classrooms with resource list posted; 4) Resource list on website (Section 508 compliant)

Activity/Milestone: Identify Community Case Managers, through DHHS contracts

Timeline: August 2015

Responsible: Pre-K Grant Program Manager

Measured Outcome: 1) Identify Service Providers for case management; 2) #of referrals to case manager; 3) %families referred to case manager; 4) Rating of Case Manager Services

Comprehensive Wraparound Services for Students & Families: NDE will continue work with DHHS to enhance state and community-level support for high-quality Pre-K programs through systemic linkages to other early learning programs and resources to support families, such as child health, behavioral health, family support, nutrition, child welfare, and adult education and training sectors. Recognizing that external problems that confront parents often affect their children, comprehensive services will be provided to support families in nurturing their children. Nevada will be working with the Division of Public and Behavioral Health (under DHHS) to expand wraparound case managers for Nevada's Pre-K grant program. Nevada has developed criteria to promote local resources including health, behavioral health, family supporting, housing and access to nutrition education and food service providers. These additional activities help families build protective factors with comprehensive wraparound services to provide a more

stable environment for a parent to have a more active role in their child's education. Case managers, through DHHS, will provide at-risk children and their families with case management services to provide parents with materials and training on how to support their child's learning and health.

Parental involvement requires a commitment from early learning providers and school administrators, Nevada's plan proposes to 1) Facilitate open communication with Pre-K programs by: (a) Planning and implementing cross-program visitation; (b) Arranging a transition meeting with the parents, early learning providers and the elementary school; (c) Scheduling regular meetings and collaborations across programs; (d) administrators supporting and providing mechanisms for communication between teachers via telephone, e-mail, or conference; (e) Using cross agency peer-coaching to support and assist both as administrators and teachers; and (f) Providing social situations where staff can meet; 2) Distribute information regarding elementary school(s) to parents in all feeder early learning programs; 3) Provide follow-up assistance and individualized support to families who are transitioning to the school district; 4) Work with district and individual schools to create a self-assessment process (identify opportunities and challenges, and improve transition practices with families and community partners); 5) Enable child care subsidy case managers and resource referral staff across the state to include information on developmental milestones, Pre-K standards (if family has children under five), and school district information to all families in the program; 6) Include public Pre-K program referrals in state child care resource and referral databases and literature in addition to licensed child care options; 7) Work with Nevada Registry and ECE trainers to provide training for ECE leadership to continuously improve systems and engage families; 8) Provide joint parent and child provider training.

Objective 1.10: Engage Community Stakeholders at All Levels for Community Outreach

Activity/Milestone: Develop community specific communication plan(s) that includes all Pre-K partners, wraparound services; community partners; detail of each specific community outreach.

Timeline: 2Q 2015

Responsible: Pre-K Grant Program Manager

Measured Outcome: 1) Communication plan and timeline; 2) Multi-cultural and linguistic measures; 3) Materials in English and Spanish; 4) % of partners receiving communication one-time/year

Community Outreach: With this proposal Nevada intends to reach the most vulnerable of our children by developing an outreach communication plan specific to each high-need community. This plan will identify the opportunities for stakeholder engagement, outreach, and communication. The plan will include timelines to maximize the efforts for parents to enroll their children at the beginning of each semester. Community outreach will include working with area officials, community partners, Pre-K sub-grantee(s), and wraparound services. Bi-lingual staff will be available, materials for Pre-K information will be printed in both English and Spanish, and childcare will be provided so that parents can access informational meetings. Nevada proposes additional outreach efforts to include attending school district information fairs, back-to-school events, and community events for local elected officials.

C2) Monitoring to Ensure Quality in Pre-K program

Nevada's statewide monitoring and evaluation efforts describe program and participant characteristics to evaluate the progress of program participants for the purposes of *program accountability*. The evaluation includes site visits to describe key elements of each project as well as data collection on program outcomes that assess the impact of the program on program participants, both annually and longitudinally. Nevada State Pre-K program has reported data from the annual and longitudinal measures since 2001. Nevada's key components to the State Pre-K evaluation are described below: 1) Performance Indicators; 2) Annual Measures; 3) Performance Indicators; 4) Longitudinal Data Measures; 5) Nevada State Pre-K Reporting System; 6) Schedule of Evaluation Activities; 7) Evaluation Report; and 8) Six Month Progress Reports and Monitoring Visits.

Six Month Progress Reports and Monitoring Visits: The Nevada State Pre-K program evaluation system includes six-month progress reports and a monitoring visit for the purpose of program monitoring, compliance and improvement. Pre-K programs must submit a mid-year and an end-of-year progress report to the state ECE Coordinator. The information includes data about the staff (including staff qualifications), and participants as well as basic information about the ECE program, such as contact time, program start and end dates. The progress report must include information about progress made on program outcomes and the program improvement plan. Programs can also report on any accomplishments and challenges they faced regarding the ability to provide quality services to children. Substantial program adjustments to achieve the

indicators of the project will require request, approval and corrective action reflecting these changes with the six-month progress report.

State Pre-K Monitoring Visit: The State Pre-K Coordinator conducts annual monitoring visits to program sites. The monitoring visits will examine application assurances, participant files and programmatic measures, staffing, evaluation, professional development, partnerships and collaborations, staff qualifications, progress on outcome indicators in early childhood education and parenting, organizational capacity, and fiscal management.

Pre-K Development Expansion and Link to TQRIS: Pre-K Development grant sites will be monitored in alignment with current protocol used for existing State Pre-K sites. These identified sites will be required to participate in Silver State Stars TQRIS. Nevada proposes to accomplish this through an implementation process outlined at the time that each site is being brought into the high-quality pre-K program. implementing Using a system such as TQRIS helps to create a set of common practices that agencies and providers are able to use to rate their programs

Longitudinal Data: This plan is grounded in evidence-based research program policies set by the NDE and collaborative partners. The purpose of the evaluation is to describe key components of the ECE program to assess the impact of the program in preparing children for school and on family involvement in the program. Collecting, analyzing and reporting longitudinal data will provide necessary outcome data to inform the future direction of our high-quality Pre-k program.

Annual Measures and Indicators: NDE developed two sets of annual indicators: *one for program quality* and *a second for child outcomes*. The purpose of both sets is to improve the delivery of services to Nevada Pre-K families and to maximize children and parent outcomes. Each set of annual indicators in Appendix E. NDE has identified two nationally recognized, valid and reliable tools to measure and assess the quality of the State Pre-K programs: The Early Language and Literacy Classroom Observation (ELLCO) Toolkit and the Early Childhood Environment Rating Scale (ECERS) and will implement these into each high-quality pre-k site.

- ***Program Quality Indicators - Early Language and Literacy Classroom Observation (ELLCO) Toolkit:*** is a three-part classroom observation describing the extent to which classrooms provide children optimal support for their language and literacy development. The three part observation are the Literacy Environment Checklist (completed first as a means to become familiar with the organization and contents of the classroom); the Classroom Observation and Teacher Interview (used second to gather objective ratings of

the quality of the language and literacy environments and/or experiences); and Literacy Activities Rating Scale (completed last to provide summary information on the nature and duration of literacy-related activities observed). This measures five key components of literacy, including: Classroom Structure; Curriculum; Language Environment; Books and Book Reading Opportunities; and Print and Early Writing Supports.

- ***Early Childhood Environment Rating Scales (ECERS)***: The ECERS is designed to assess the learning environments of classrooms from Pre-K to Kindergarten. The instrument includes 43 items grouped into seven subscales, including: space and furnishings; personal care routines; language-reasoning; activities; interaction; program structure; and parents and staff. For Nevada Pre-K, the ELLCO and ECERS are administered by an ECE evaluation specialist trained in the use of each instrument. The results from the assessments are provided to individual projects to be included in their program improvement plan and in the annual evaluation report.

The Nevada Pre-K program will implement instructional foundations to assist teachers to organize the learning environment (setting the stage), select materials, set appropriate expectations, observe children in a systematic way, plan instruction, and assess the development of their students. Learning experiences will be in place for children to explore, reflect, reconstruct and share what they learn as they build skills in literacy, math, science, social studies, the arts and technology. Classrooms will establish interest areas containing purposefully selected materials, group according to the clearly labeled activity areas of music, blocks, dramatic play, library, art, science, fine motor, writing and math. A valid and reliable external reviewer will assess the programs on an annual basis using the Early Childhood Environment Rating Scale (ECERS). Extensive collaboration with school district colleagues will provide horizontal alignment between Pre-K, Early Childhood Special Education (ECSE), and Title I Pre-K programs. This activity will include resource identification, policy development, and professional development.

Indicators of Child Outcomes and Family Involvement: The annual evaluation design is based on six outcome indicators: three indicators measure the developmental progress of children and three indicators measure parental involvement. NDE reviews the benchmarks annually based upon the performance results of the participants. In fact, NDE has raised the benchmarks for five of the six indicators since being developed and has added a new outcome indicator (Indicator 3)

in 2011-12 to measure the developmental progress of children unable to take the English-speaking assessments initially upon enrollment due to limited English skills.

C3) Outcome Measurements Across the Five Essential Domains

The annual evaluation of the Nevada State Pre-K program requires data collection on program participants, program implementation, and program outcomes from all projects using the Nevada Early Childhood Evaluation Reporting System (NECERS)—the data collection system designed for the annual evaluation. The NECERS is designed to collect a common set of data from each ECE program and all participants. The purpose of the reporting system is to provide ongoing descriptive information on the ECE program, including the services provided, the levels of service that participants attend, and the progress participants make on various indicators of program outcomes for children and parents. Data is aggregated across projects to describe the State Pre-K program and its outcomes. The Reporting System consists of three (3) data collection forms: ***Form A: Project Description:*** Collects information on project implementation and operation; describing staffing and information on the intensity of services. Form A is completed by program directors (yearly) and submitted to the state evaluation contractor. ***Form B: Participant Characteristics at Intake:*** Collects demographic information for each participating family, child, and parent at the time of enrollment. Data from Form B are then entered into the Nevada ECE web-based Database, as described below. Project staff should complete this form in conjunction with the participating adult. ***Form C: Participation in Services and Progress Indicators:*** Collects information on the types and extent of services in which each ECE child and parent participated during the year. Project report data includes indicators of program outcomes, including ECE parenting. Form C is completed annually at the end of the reporting year for each participating family and family member, or when the family exits the program. Data from Form C are entered into Nevada ECE Database.

Nevada ECE Web-Based Database: Nevada proposes to expand the ECE web-based database (Database). The Database is an essential part of the Nevada ECE Reporting System which collects information from Forms B (participant characteristics intake) and C (participation in services and progress indicators) from all ECE programs. Data will be combined across programs to describe the ECE program, analyze outcomes, and report in an annual evaluation. The data in the Database is linked by a set of identification codes that uniquely identify each project and every participating family, child, and adult for the purpose of this evaluation. All

children enrolled in Nevada State Pre-K programs are required to be given a unique identifier number to be assigned by all grantees upon enrollment, which are then linked with the NDE state longitudinal data system for longitudinal evaluation purposes and tracking school achievement of participants through 3rd grade and beyond.

Evaluation Report: The statewide evaluation of the Nevada State Pre-K improvement and expansion program will produce a written progress report every six-months to the federal partner(s) and to each Pre-K sub-grantee on program status. Data will be available quarterly. The section of the report on the annual evaluation will present descriptive data on the children served by the projects and the number of hours that children spent in early childhood education. The data for this report will be drawn primarily from Forms A and B. Report data will include data on the indicators of program delivery and outcomes. The data on program quality and delivery will be drawn from the administration of the ELLCO Toolkit and the ECERS, as well as participation in the Nevada Silver State Stars TQRIS starting in 2016. The data on program outcomes will be drawn from Form C as well as the administration of Expressive One-Word Picture Vocabulary Test (EOWPVT) and Peabody Picture Vocabulary Test (PPVT). The section of the report for longitudinal evaluation will present data on the longitudinal indicators on the development progress of children and parent involvement. The indicator of the developmental progress of children progress will be student achievement and the indicator of parent involvement will examine the rate at which parents attend parent/teacher conferences.

In addition to longitudinal reporting, Nevada will implement a statewide KEA to measure school readiness before August 2016. Nevada will ensure that the KEA aligns with the Common Core Standards.

D. EXPANDING HIGH-QUALITY PRE-K IN HIGH-NEED COMMUNITIES

D1) Nevada's High-Need Communities

Nevada defines high-need communities, targeted for preschool development, as geographic areas in which high poverty has demonstrable impacts on the well-being of young children, including health and persistently underachieving (or lower-performing) public schools. Utilizing community risk-factors supported by evidence-based practices and research, Nevada applied risk-factors to each county in the state. Nevada started with the definition of community at the macro-level, and worked internally identifying the risk factors unique to each community. This approach provided an overview of the state as a whole and allowed Nevada to identify the

areas with the most critical need. Communities were ranked by the percentage and number of risk factors. This ensured that the hard-to-reach communities were part of the overall assessment, and no one community was considered more than another.

After the initial ranking, Nevada further examined the urban communities to ensure the focus was on the most vulnerable in the state. By utilizing the same risk factors for the macro-level analysis, a micro-level analysis was performed at a detailed zip code level in each of the two urban counties (Clark and Washoe). Nevada was able to develop an assessment of “high-need communities” by zip code in the two urban communities which has enabled Nevada to ensure resources will initially target the hardest to reach and the most vulnerable children, not only statewide, but also in each of our largest communities.

Nevada’s Approach to Identify High-Need Communities: The approach used to identify high-need communities incorporated measures from the DHHS; Department of Agriculture; NDE, Department of Labor, the United States Census Bureau, and the Small Area Income and Poverty Estimates (SAIPE). The approach utilized a comprehensive view of the child development spectrum and developed key risk factors from birth to graduation. These factors are derived from a public health and a wellness perspective that promotes healthy child development from birth through graduation. The information and validation of data was collaborated with counties throughout Nevada. In addition, the information was sensitive to the diversity of urban, rural and frontier communities, which all exist in Nevada.

Nevada’s Unique Geography: Understanding the challenges of delivering services in Nevada requires knowledge of the state’s geography and population. Nevada is the 7th largest state in the nation. Its 17 counties encompass 110,567 square miles in land area. To emphasize the size of Nevada, six eastern states (Massachusetts, New Jersey, Vermont, New Hampshire, Connecticut, Delaware and Rhode Island), would all fit inside Nevada boundaries. However, based on the most recent Census data, Nevada is the 35th least populous state. Nevada’s population is concentrated in three urban counties, and the rest dispersed throughout 14 rural and frontier counties. Education and social service funding levels are thinly stretched over large geographic areas and priority services are apportioned with the limited remaining funds.

Identification High-Need Community Risk Factors: In determining the definition of “high-need community,” Nevada utilized the most recent data available in each county. A total of 11 high-need community risk factors were identified, which focused on empirical and evidence-based

data associated with Kindergarten School Readiness and healthy child development. The selection of specific risk factors incorporated the child, the family, the community and the school. Through a comprehensive review of the risk-factors, Nevada has identified five communities as high-need communities, all with extreme high risk factors in relation to health inadequacies, food insecurity, low graduation rates, and poverty factors. The five communities are Clark County, Washoe County, Lyon County, Nye County and Churchill County. The micro-level analysis by zip code occurred within the two most urban counties Washoe and Clark, representing the Reno/Sparks area, and Las Vegas respectively.

IDENTIFIED HIGH-NEED AREAS

Clark County, Nevada (Urban)

Clark County has a graduation rate of 66.4% and food insecurity identified as 25.5%. The number of children identified in family poverty equates to just over 25%. When utilizing the internal risk factors to each individual community and zip code in Clark County, Nevada was able to identify the most vulnerable, hard to reach, impoverished communities that demonstrated the highest risk and with the highest need of Pre-K and wraparound services. This process also ensured that even the hard to reach communities, particularly those with cultural or linguistic differences, were identified and a plan of action of community outreach identified.

NDE has identified two sub-grantees in Clark County with the ability and capacity to support the improvement and expansion of high-quality pre-k programs and make significant strides to reaching the most disadvantaged populations: United Way of Southern Nevada (UWSN) – who will work with the Clark County School District (CCSD); and the State Public Charter School Authority (SPCSA). Sub-grantees have been chosen to ensure the most efficient, effective and comprehensive abilities for community outreach and implementation of the Pre-K program across numerous populations. With public, private and non-profit partnerships, Nevada is able to meet the goals necessary to integrate students with various economic and socio-economic backgrounds, which cannot always be achieved through the LEAs.

The UWSN will be working to target the communities and those eligible students that are living within or below 200% of the FPL. To provide parents options and opportunities, UWSN will also work to identify support scholarships for infants and toddlers to attend the same center with their Pre-K siblings to keep consistency within the family and to develop a model for the family that embraces Pre-K at all levels. Many families that live under the 200% FPL are

impacted with the need for increased work development skills that provide for higher paying job opportunities. Additionally, these families struggle to pay for the basic necessities of life including food, affordable housing in safe neighborhoods, quality health services, and transportation. Many families are unable to send their children to a quality preschool and as a result, their children begin Kindergarten behind their peers. UWSN is engaging community leaders and continuing to invest private funding for the greatest impact to these children living in poverty that will supplement the funding provided by the grant to enhance and expand Pre-K.

UWSN is working hard to reduce educational barriers by increasing access to quality education and community resources. By funding preschool tuition, families will decrease their use of unlicensed care and obtain quality preschool education for their children, resulting in increased family engagement contributions at the center and in the community. Challenges can include keeping teachers and parents actively engaged in the home to school connection, the pursuit of continuing education from the educators, and turn-over teachers, children, and families in the program. UWSN addresses each challenge with specific strategies targeted at reducing the barriers while offering multi-tiered support to these populations. The NDE will support UWSN (and all of our sub-grantees) to meet its objectives by: 1) Providing Nevada Registry approved Pre-K trainings in key developmental standards; 2) Provide supplemental teaching materials to support the teacher's training, 3) Provide mentoring and support for Center staff to properly implement teaching techniques and methodology; and 4) Providing technical assistance and training to maintain accurate and consistent data tracking for reporting.

UWSN serves as the backbone agency for the Las Vegas Healthy Communities Coalition (LVHCC), a coalition of multi-sector leaders who work to create systems and policy-based change in order to improve education in Southern Nevada. LVHCC's demonstration project, Downtown Achieves, focuses on over 11,000 students to reach academic achievement by using the collective impact model. A major component of Downtown Achieves includes making sure every child is ready for Kindergarten. UWSN is proud to lead efforts that bring the community together to drive additional effective change. NDE and community partners have identified the high-need communities in Clark County by the following zip codes: 89015, 89030, 89032, 89101, 89102, 89104, 89106, 89107, 89108, 89109, 89110, 89115, 89119, 89120, 89121, and 89169. These zip codes represent the high ELL, minority-majority communities, and disadvantaged populations.

Statewide – State Public Charter School Authority (SPCSA)

The SPCSA improves and influences public education in Nevada by sponsoring public charter schools that prepare all students for college and career success. Charter schools are public elementary, middle or secondary schools that are relatively autonomous schools of choice. They operate under a charter, or contract issued by the LEA. Charter schools are accountable to ensure student performance. As a sub-grantee for the high-quality Pre-K program, the SPCSA will work with charter schools in their respective high-need communities to add seats for high-quality Pre-K serving four year old children at 200% of the FPL. This provides the opportunity to enhance parent choice and inclusion in a variety of programs.

Washoe County, Nevada (Urban)

In Washoe County, NDE has identified two Sub-grantees, the Washoe County School District (WCSD) and Community Services Agency (CSA) (in addition to new seats at the University of Nevada, Reno (UNR)). These sub-grantees were selected to ensure the most efficient, effective and comprehensive community outreach and ability to implement the development of a Pre-K program across numerous populations. Additionally, with the public, higher education and non-profit partnership, Northern Nevada is able to meet the goals of integration of students with various economic and socio-economic backgrounds, which cannot always be achieved through the school district boundaries. The designated areas are targeted in Washoe County: 89502, 89503, 89509, 89512, 89433, and 89431.

WCSD ECE Pre-K programs provide high-quality instruction in 20 classrooms located in elementary schools, middle schools, high schools, and on the Classroom on Wheels (COW) Bus. In addition to the WCSD Pre-K classrooms, a respite classroom has been provided for children and families that live at the Volunteers of America Family Homeless Shelter. A high-quality infant and toddler program has also been provided for teen parents so that they can complete their education and graduate from high school. The WCSD ECE Pre-K Program is completely grant funded by State Pre-K, Title I, Title IIA, ZOOM SB504, Early Head Start, McKinney-Vento Act Grant, Striving Reader's and the Children's Cabinet Child Care Subsidy Program. The WCSD Pre-K Program serves students and families zoned for Title I schools and the majority of the classrooms are located within the WCSD Acceleration Zone (AZ). The AZ schools are considered as the highest at-risk schools for poverty and homelessness, and are designated with a 1 or 2 star rating based on WCSD's Performance Framework.

The Pre-K Teachers participate with Kindergarten teachers in professional learning communities (PLC's) in working to support a smooth transition from Pre-K to Kindergarten. Pre-K teaching staff continues to participate in PLC's to collaborate on curriculum, assessment and strategies to improve instruction. Professional development is ongoing for district's initiatives that include Student Learning Objectives (SLO's), and Striving Readers.

WCSD ECE Programs is the inclusive Pre-K classroom at Sparks Middle School. This classroom is one of five model demonstration sites for the Nevada Technical Assistance Center for Social Emotional Interventions (TACSEI) Program. All of the WCSD ECE Pre-K sites utilize strategies and curriculum from the TACSEI program. Another highlight in WCSD is the mobile Pre-K Standards classroom that is funded by the Striving Reader Comprehensive Literacy grant. This mobile classroom provides Nevada Pre-K Standards-based literacy and other content standards training to community-based ECE providers. This model also includes technical assistance and provides demonstration of best practice approaches in community-based ECE classrooms. Lastly, the P-3 approach to education is becoming more present with the WCSD district Pre-K-3 Design Team that includes teachers, administrators and community stakeholders is guiding and supporting the P-3 work that is occurring within the WCSD.

Community Services Agency (CSA) is a non-profit community action agency founded in 1965 as an initiative of the War on Poverty. CSA is prepared to expand their Pre-K programs by 150 seats over the next two-to-three years. CSA is currently in the TQRIS System and operates the local Head Start programs providing school readiness to children whose families earn at or below 100% of the Federal Poverty Level. CSA understands the Pre-K partnership creates an opportunity to build a much needed foundation for early learning in our community, including key frameworks of providing a variety of services (i.e. health, behavioral health, dental care, nutrition, health and safety, social services, and parent engagement) to support low-income children and families. CSA will utilize this opportunity to blend socio-economic settings by building partnerships with child care centers that traditionally serve higher income populations.

CSA will also work with county and city governments, Washoe County Family Courts, the Northern Nevada Literacy Council, Women's and Children's Center of the Sierra, and local Parks and Recreation programs and libraries, to outreach to low-income families and educate them about and child care opportunities. The CSA-ELC Partnership will focus on low-income children and families residing in Housing and Urban Development (HUD) low income

designated areas (51% or more of residents are low-income). CSA, as with all of Nevada's, sub-grantees are sensitive to parents of children with special needs in Nevada (as in many other communities in America) have difficulty identifying appropriate placements for their children. Parents of children with special needs in Washoe County, report anecdotal accounts of their child being denied admission to centers due to disabilities or being "kicked out" of centers because of their disabilities. Several of the child care center partners are recognized by the community as centers that accept and work with special needs children, always putting the child first. These same centers noted that they would welcome additional training and staff support to better serve special needs children.

CSA's mission is to serve low-income families with services such as affordable housing, food, emergency assistance, transportation, stabilization, case management, weatherization, youth and adult employment, Head Start, financial literacy, and asset development. As part of the CSA sub-grant, funds will be provided to UNR for the addition of 40 new Pre-K seats. UNR currently operates a quality Pre-school program for children ages three (3) and four (4) utilizing the Nevada Pre-K standards. UNR targets comprehensive child development, education and family support services to low-income children. UNR provides appropriately stimulating experiences that fit naturally into children's daily routines. UNR provides a safe and nurturing environment that promotes the physical, social, emotional, cognitive and language development.

Nye County, Nevada (Frontier-Rural)

The high-risk assessment brought attention to Nye County being ranked 15 out of 16 in the State of Nevada health; unemployment of 11.4%; has 33% of all families identified as under the 185% FPL; and 33.3% identified with food insecurity. As a result of this, Nevada is proposing to incorporate the Pre-K program in Nye County. Without a county-wide systemic change, there is little expectation the state of education in a small county with a total of 12,000 families will be changed. Currently, Nye County School District proposes to expand the current 80-half day seats, to 80-full day quality Pre-K seats. In addition, the three cities with NCSD would add 40 seats in Pahrump; 20 additional seats in Tonopah; and 40 enhanced seats in Amargosa.

Churchill County, Nevada (Frontier - Rural)

Churchill County represents the largest percentage of military personnel in the entire state, with almost 5% of the population being Department of Defense military staff. Churchill County has 80 current State Pre-K seats that are offered on a part-time basis. The State Pre-K

program would be able to enhance their current program by expanding 80 part-time seats, to 80 full-time seats, in addition to adding 80 new proposed seats. Churchill County has 365 students under the age of five (5) who are designated under the 185% FPL in Churchill County; 24.5% of food insecurity; and Medicaid enrollment of almost 15%. The expansion and development of new seats will provide continuity and consistency in programming and educational readiness for the most vulnerable students in the community.

Lyon County, Nevada (Rural)

In addition to Washoe County, Nevada, CSA will link to Lyon County. Currently, Lyon County has a 13% unemployment rate; 1,122 students under the age of five (5) who are SNAP recipients; ranks 13 out of 17 in health factors; and has 27% of their population designated in poverty. Through the cooperative efforts of CSA and the Lyon County School District, it is anticipated that Lyon County would be able to enhance up to 320 existing half-day seats to full-time, and create 283 new full-day high-quality Pre-K seats.

D2) Underserved High-Need Communities

County's Preschool & Underserved Percentages					
County	% of 4 year old under 200% FPL	Enrolled – half-day	Waitlisted		
Churchill	37.94	80	128		
Clark	48.75	560	184		
Lyon	50.52	-	-		
Nye	72.21	40	65		
Washoe	50.9	352	661		
Number of Children 5 and Younger Served in Other Preschool Programs by County					
Type of Learning and Development Program	Number of Children Served by County				
	Churchill	Clark	Lyon	Nye	Washoe
State-funded preschool	80	560	0	40	352
Early Head Start & Head Start	56	1863	101	0	753
IDEA Part C and Part B, section 619	20	985 2,229 169	0 320	40 40 0	280
Title I of ESEA		444			143
CCDF program	16	2120	54	25	472

D3) Nevada Outreach and Sub-grantee Selection

As part of the planning for this grant and Pre-K initiatives, the State organized the Governor's P-3 Symposium focused on building a strong P-3rd grade foundation in Nevada. The Symposium was offered in collaboration with the Office of Governor Brian Sandoval, the NDE and the NGA. The symposium focused feedback on 1) Where the nation and Nevada are headed with P-3 reform; 2) Understanding how P-3 reform can benefit Nevada's educators and students; 3) Potential actions that educators, state and local leaders can take to improve programs and outcomes during the P-3 years; 4) Feedback from meeting participants and P-3 collaboration and initiatives, and 5) Gauge interest of potential sub-grantees, expansion and new seats, for the Pre-K program in Nevada, looking at expansion of seats Fall of 2015. It is also important to note that during the Symposium, 16 out of 17 Nevada's school districts were represented by their superintendents, plus charter schools and Tribal governments.

The Governor appointed a Pre-K Development Grant Advisory Committee with representatives from the symposium, representing the entire state, to further engage their communities for input and information on the development of this application as well as sub-grantee selection. Representatives included: the Las Vegas Urban League; the City of Las Vegas; Clark County School District (5th largest in the nation); Washoe County School District; Superintendent of Public Instruction for the State of Nevada; The Children's Cabinet; University of Nevada, Reno; and Policy Analyst for Governor Brian Sandoval. In addition, all Pre-K symposium registrants were included on a ListServ to solicit additional information on capacity building, quality elements of expansion, and the development of new seats. Specific attention was focused on ensuring communication efforts were expanded into all tribal communities. The NDE Education Program Professional for Indian Education provided outreach to all tribal communities in an effort to engage Native American communities to participate in the expansion and development of Pre-K programs. In addition to the symposium, strategies included: outreach on the tribal commission ListServ; direct contact by the Indian Education Professional; and follow-up conference calls with specific question and answer sessions were conducted.

D4) High-Quality Sub-Grantees for Pre-K Services (75%)

Nevada has identified High-Quality Pre-K opportunities in high-need communities, recognizing the most significant issue in Nevada is the high proportion of students who enter Kindergarten without the skills necessary to succeed. Nevada sub-grantees were selected based

on the Nevada definition of “high-need community,” utilizing the most recent data available in each county. A total of eleven high-need community risk factors were identified, which focused on empirical and evidence-based data associated with Kindergarten school readiness and healthy child development. The selection of specific risk factors incorporated the child, the family, the community and the school. In addition, the potential for expansion of existing Pre-K seats or the development of new Pre-K seats was considered. Also, developing a voluntary program, with existing support systems, and the ability to help Nevada meet sustainable, achievable and ambitious goals was important to identify the high-quality sub-grantees for inclusion in the Development Grant. The implementation of expanded seats in the state of Nevada is achievable in the first year based on NDE’s current quality Pre-K programs. The most significant change to Nevada’s definition of high-quality is the expansion to full-day seats.

According to local program reports, there are currently 1,264 children and families waiting for space to enter State Pre-K programs. Last year, of those served in the State Pre-K program, 44% were ELL students, and over 80% of families served reported incomes at or below 200% FPL. With the Pre-K Development Grant, Nevada proposes to use **over 50%** of the funding to triple the capacity of Pre-K slots with **more than 75%** of overall funding being directed to sub-grantee(s). Nevada will do this through the accomplishment of two objectives described below:

Objective 2.1: Expand Access to High-Quality Pre-K Programs for Families in Identified High-Need Communities by over 58%

Activity/Milestone: Enhance number of ½ day to full day state Pre-K by 1,430.

Timeline: Q3 2015 – Q4 2018

Responsible: Pre-K Grant Program Manager

Measured Outcome: 1) # slots enhanced from ½ day to full day in high-need areas; and
2) % meeting proposed plan

Activity/Milestone: Create new, full-day slots by 1,560

Timeline: Q3 2015 – Q4 2018

Responsible: Pre-K Grant Program Manager

Measured Outcome: 1) # new full-day slots in identified in identified high-need communities; and
2) % meeting proposed plan

Nevada's unwavering commitment is to ensure that no matter where children with High-Needs participate in early learning – subsidized or unsubsidized, family or group home or center-based programs – our policies, funding, standards, accountability, workforce development, and practices are aligned to support high-quality early learning. As Nevada looks to the future of our young population and the ability to sustain high-quality Pre-K programs after the grant funds have diminished, we will conduct a series of gap surveys and analyses to determine capacity concerns across our state so that those issues can be mitigated as we move Nevada forward.

Objective 2.2: Expand Access to State and Federally Funded Pre-K in Private, Licensed, Childcare Settings by Creating New Slots (through Grant).

Activity/Milestone: Work with Sub-grantees to develop implementation plans of their proposed new seat development by year.

Timeline: Q2 2015

Responsible: Pre-K Education Program Professional(s).

Measured Outcome: 1) Development of plan with each Sub-grantee on needs for expanding and/or enhancing seats with reporting form; 2) Quarterly, % of seats met in the proposed timeline plan for expansion; and 3) Quarterly, % of seats met in proposed timeline for new seats

Activity/Milestone: Provide coaching to private, non-profit or faith-based child care settings to increase quality rating in state's tiered program.

Timeline: Q3 2015 – Q4 2018

Responsible: QRIS Coaches

Measured Outcome 1) % of centers with increased rating; 2) # centers identified as working through TQRIS program; 3) % of total centers in each county working through TQRIS program; 4) Ratio of trained and available coaches to classrooms

Activity/Milestone: Onsite training/support to meet Pre-K standards and Pre-K requirements.

Timeline: Q3 2015 – Q4 2018

Responsible: Pre-K Education Program Professional(s)

Measured Outcome: 1) # trainings; 2) # visits; 3) % of staff participating at each site; 4) % of sites meeting at least 90% of standards and requirements.

Expanding Access: Expanding high-quality into our private centers is paramount to the success of this initiative in Nevada. During the development of this project, Nevada conducted a survey to understand the capacity and program delivery concerns within many of our private providers.

Additional opportunities will be identified as Nevada continues to update and evaluate need assessments to determine the current availability of high-quality early learning programs in Nevada. This will be assessed by utilizing the state's child care demographic survey from The Children's Cabinet as Nevada's current Child Care Resource and Referral (CCR&R) contractor. Currently, the survey gathers information on licensed capacity; current enrollment; rates for care; days and hours of operation, including observed holidays; curriculum; enrollment; transportation; total number of employees; benefits provided to employees; starting wage; average wage; language spoken by staff; length of employment; formal education of staff; and specialized training of staff. The survey will be redesigned to also include barriers to TQRIS participation. Over the next 4 years, Nevada proposes to improve and expand high-quality preschool in each of the high-need communities using annual targets.

Annual targets and Expansion Numbers by County & Year for Full-day Preschool										
<i>Proposed Timeline for Enhancement of Part Time Seats to Full Time and Development of New High-quality Preschool Seats for High-Need Communities</i>										
	Proposed Seats FY15/16		Proposed Seats FY16/17		Proposed Seats FY17/18		Proposed Seats FY18/19		Nevada Total Proposed Seats	
<i>Nevada Sub-grantees</i>	<i>Expand to Full- Day</i>	<i>New Seats</i>	<i>Expand to Full- Day</i>	<i>New Seats</i>	<i>Expand to Full- Day</i>	<i>New Seats</i>	<i>Expand to Full- Day</i>	<i>New Seats</i>	<i>Expand to Full- Day</i>	<i>New Seats</i>
<i>Nye County School District</i>	120	60	0	60	0	0	0	0		
<i>Total Nye County</i>	120	60	0	60	0	0	0	0	120	120
<i>Churchill County School District & Partners</i>	80	0	0	60	0	0	0	0	80	60
<i>Total Churchill County</i>	80	0	0	60	0	0	0	0	80	60
<i>Community Services Agency (UNR under CSA with 40)</i>	0	40	0	40	0	40	0	0	0	120
<i>Washoe County School District & Partners</i>	120	0	230	80	0	60	0	0	350	140
<i>State Public Charter School Association</i>		40		40		20			0	100
<i>Total Washoe County</i>	120	80	230	160	0	120	0	0	350	360
<i>United Way Southern</i>	200	80	300	80	60	230	0	190	560	580

<i>Nevada, (CCSD & Partners)</i>										
<i>State Public Charter School Association</i>	0	40	0	80	0	100	0	100	0	320
Total Clark County	200	120	300	160	60	330	0	290	560	900
<i>Lyon County School District & Partners</i>	140	60	180	60	0	0	0	0	320	120
Total Lyon County	140	60	180	60	0	0	0	0	320	120
Grand Totals	660	240	710	500	60	490	0	330	1,430	1,560

**Full Day is enhancements to existing half day quality programs; with teachers that hold a Bachelor's Degree under a Quality Pre-School Program*

(D5) Sustaining High-Quality Preschool

Nevada is committed to sustaining high-quality Pre-K programs. With the support of the development grant, Nevada will be better positioned to make the incremental changes necessary to develop a system of high-quality Pre-K for the next four years, and beyond. Targeting the most vulnerable children in our communities for inclusion in a high-quality Pre-K program with wraparound system supports is not just good social policy, but strong fiscal policy. Nevada recognizes the long-term impacts of in terms of cost-savings for special education placements (as seen in the Utah program); school readiness (as seen in national and Nevada's longitudinal data); high school graduation rates; improved rates of college achievement; reduced grade retention; and reduced crime. The NDE, Governor Brian Sandoval and the State Legislature have demonstrated their commitment to Pre-K by funding these programs, at a time when all programs in Nevada were being evaluated for reductions in funding. Nevada has the organizational capacity to sustain the programs and infrastructure.

Dale Erquiaga, appointed Superintendent of Public Instruction by Governor Brian Sandoval in August of 2013. He previously served as the Senior Advisor to Governor Brian Sandoval, providing general policy advice and serving as the Governor's primary education policy advisor. His education policy experience also includes service with the Clark County School District (CCSD), where he worked as the Executive Director of Government Affairs, Public Policy & Strategic Planning; he consulted with CCSD and other education-related groups for five years before being hired as a district staff member.

Dr. Steve Canavero, Deputy Superintendent, oversees the Department's offices and programs most directly aligned with improving student achievement: Assessment, Program Accountability and Curriculum; Career, Technical and Adult Education; and Educational Opportunity. As the former Director of the State Public Charter School Authority, Canavero brings years of experience working in public education at the state level. He also has a background in evaluation and planning and worked as a teacher and principal.

Patti Oya, Director of the Office of Early Learning and Development. Prior to joining the NDE, Ms. Oya has been employed for the past 16 years at the Nevada Division of Welfare and Supportive Services, Office of Early Care and Education. Under the direction of Ms. Oya, the office was established to oversee the funding from the Federal Child Care and Development Fund, specifically the quality set-aside and targeted funds. This office, now located in NDE, continues to promote and provide support, education, and resources to Nevada's child care community thereby increasing the development of high-quality child care environments for providers, families, and children.

Nevada intends to use the Preschool Development Grant to leverage resources to enable legislation, over the next four years and beyond to address inadequacies in Nevada's standards, licensing and budgeting. The qualitative and quantitative data that will be procured from the studies resulting from this grant effort will assist Nevada in securing future legislative approval for necessary funding after the grant period.

To sustain the quality Pre-K program beyond the grant period, Nevada is proposing to increase the State match each year. Nevada proposes to incrementally match the project beginning with (b) % in Year 1, increasing 10% each year to (b) % by year 4. In addition, Nevada has not requested an Indirect Cost Rate (ICR), a rate of approximately (b) %. Through the increase in match and not requesting an ICR, Nevada will be preparing to continue the Pre-K efforts by increasing state funding each year to be able to absorb the costs and plan for future Pre-K programming. Nevada is committed to maintaining the grant funding available through the development grant and to expand through a tiered approach of building infrastructure, professionals, and wraparound service supports.

To increase Nevada's sustainment efforts, this application proposes to establish a cadre of professionals through the professional development and national expertise that will stay in Nevada to support the sustainability of high-quality Pre-K and the birth through 3rd grade

continuum. As part of ensuring that Pre-K can be sustained after the grant period, Nevada is partnering with private, non-profit, faith-based and public Pre-K stakeholders to enhance the flexibility and opportunities for funding and resources. By leveraging other grants and programs through block grant and other wraparound service funding, Nevada is confident of the ability to not only sustain existing programs, but expand programs.

As part of Nevada's efforts with the Department of Education, Training and Rehabilitation, the higher education system, and existing grant programming, Nevada is increasing efforts for workforce development and credentialing opportunities. While Nevada is expanding the existing programs, the need for teachers and an educated Pre-K workforce is essential. Nevada is committed to continuing the efforts. Governor Sandoval, as described earlier, is the newly named Chairman of the National Governor's Association (NGA) Education and Workforce Policy Committee to work on federal education and workforce policy, including ECE and post-secondary, demonstrating his legislative and policy commitment to Pre-K, Kindergarten and EC initiatives.

E. COLLABORATING WITH EACH SUB-GRANTEE/STRONG PARTNERSHIPS

E1) Roles and responsibilities of the State and Sub-grantee to Implement Project Plan

NDE will work closely with all Sub-grantee(s) to align Pre-K development allocations in each high-need community. The state will evaluate each provider and district and the stage of progression required to meet the timeline requirements for a quality Pre-K Program. Each Sub-grantee will be responsible to work with NDE to ensure that all development funds for expanded (new) and improved high-quality Pre-K seats and are monitored to ensure compliance ECE, federal, state, and local policy and procedures. The NDE Pre-K Development Program Manager will work closely with the State Pre-K administrator to align program monitoring accordingly. Nevada State Pre-K programs will also work closely with SB504-ELL programs and Pre-K Development programs to ensure program alignment and accountability.

The minimum standards for Nevada Pre-K Development Sites include: 1) must be located in identified high-need community in Clark, Washoe, Lyon, Churchill, or Nye Counties; 2) Must submit a project plan that addresses all of the required elements of how the Provider/District will meet all of the high-quality Pre-K program requirements; 3) Programs must participate in the district model of TQRIS; 4) Partner with child care programs or outside entities; meet all State Pre-K program quality and data/evaluation requirements as aligned and

entered into statewide database; 5) Must not supplant current State Pre-K programs and services; 6) Classroom must be inclusive environments; 7) Feeder schools (Kindergarten classrooms) participate in Silver State KIDS and administer comprehensive KEA (developed through a collaborative effort); 8) Partner to provide on-site or accessible comprehensive services through NDE partners; 9) Work with NDE to enhance/align programs and services by supporting classrooms through collaboration with SB504, ECSE, Title I, Striving Readers, and/or CCDF funds; and 10) Spaces must serve eligible 4-year-olds at 200% FPL.

Each sub-grantee will designate a key staff member to be identified as the Grant Implementation Manager. Through NDE and sub-grantee coordination, a plan for implementation, including detailed information on each site will be developed. The NDE will serve as the Project Manager for the overall grant, federal reporting, and support services for the implementation of the Pre-K Grant *Appendix E1*.

Section E - Collaborating to Ensure Implementation of High-Quality Pre-K Programs

Objective 3.1: Develop and Implement On-Site Monitoring and Align with TQRIS

Activity/Milestone: Develop and implement on-site monitoring plan that aligns with TQRIS

Timeline: Q3 2015

Responsible: Pre-K Program Grant Manager

Measured Outcome: 1) Development plan; 2) Timeline; 3) Communication plan; 4) Schedule of on-site visits, (at least one time a year at each site); 5) Measure monitoring corrective actions and implement plans for corrections (within 30-days); and 6) Policies & procedures developed on methods for monitoring; elements monitored; data reviewed; corrective action plans.

Objective 3.2: NDE Capacity Building for Pre-K and P-3 Alignment Plan

Activity/Milestone: NDE is trained to support local-level capacity building and identify specific training needs to implement Pre-K program and Birth through 3rd grade alignment.

Timeline: Q2 2015 to Q4 2018

Responsible: pre-K Professional Development

Measured Outcome: 1) State level supports identified to support implementation; 2) Trainings; 3) % of Pre-K educators trained.

Objective 3.3: Ensure Sub-grantee is Delivering High-Quality Pre-K to DLL Children

Activity/Milestone: Expand linkage with existing WIDA program through Title III Professional

Development funding with districts – in concert with existing WIDA funded program.

Timeline: Q3 2015

Responsible: Pre-K Education Program Professional(s)

Measured Outcome: 1) Statewide professional development plan for teachers and administrators of DLLs; 2) # webinars conducted: language in play, understanding language growth; playing with language; 3) average improvement in test scores for dual language learners as a percent of average improvement for non-dual language learners

E2) State Plan to implement High-Quality Pre-K Programs

Nevada's Pre-K Implementation starts with the leadership team. Governor Brian Sandoval has identified Pre-K enhancement and improvement as a priority for the State of Nevada. As part of the implementation, Governor Sandoval has ensured the NDE has capability, results-oriented leadership. **Dale Erquiaga**, the Superintendent of Public Instruction, served as Governor Sandoval's primary education policy advisor. His education policy experience also includes service with the Clark County School District, where he worked as the Executive Director of Government Affairs, Public Policy & Strategic Planning.

Dr. Steve Canavero, Deputy Superintendent, oversees the Department's offices and programs most directly aligned with improving student achievement: Assessment, Program Accountability and Curriculum; Career, Technical and Adult Education; and Educational Opportunity. As the former Director of the State Public Charter School Authority, Canavero brings years of experience working in public education at the state level. Directly under Dr. Canavero is Patti Oya. **Patti Oya**, Director of the Office of Early Learning and Development. Prior to joining the NDE, Ms. Oya has been employed for the past 16 years at the Nevada Division of Welfare and Supportive Services, Office of Early Care and Education. Under the direction of Ms. Oya, the office was established to oversee the Federal Child Care and Development Fund

Through this leadership, cross-agency and stakeholder support, Nevada will work with sub-grantees to implement a full Memorandum of Understanding with a full Scope of Work that highlights the responsibilities, timelines and project milestones, as supported by the US Department of Education and US Department of Health and Human Services. This will support the signed Preliminary Binding Agreement(s) for each sub-grantee. The Preliminary Binding Agreements followed the suggested agreement language in the grant announcement and is

specific to the definition of high-quality Pre-K programs, duties and responsibilities that will be further highlighted in the scope of work, commitment, and timelines, *Appendix A5*.

Nevada's experience and current quality half-day day Pre-K program is a project-ready system prepared to expand into full-day high-quality Pre-K. Nevada will ensure alignment with the existing Nevada State Pre-K program, within the full definition of high-quality Pre-K included in our proposal. The most significant gain in quality structural measures to Nevada's existing Pre-K program will be the increased number of programs improved from providing instruction to children from a minimum of 10-hours a week, to programs that provide a minimum of 25-hours a week or 5-hours a day. This ambitious, yet achievable, plan will result in Nevada serving a total of (b)(5) children in high-quality full-day Pre-K programs and the infrastructure to sustain Pre-K in Nevada long after the grant period. Per Nevada State legislation, programs are required to meet all child and parent involvement outcome indicators and are evaluated accordingly. The state evaluator maintains all program data in the Database including child and family demographic information, outcome indicators and assessment data. The ECE Database will be expanded to include all Pre-K Development sites and programs in respective high-need communities. Selected LEAs and community-based organizations will enhance existing State Pre-K programs from half-day to full-day and create new full-day Pre-K programs within their school settings by collaborating with identified community-based programs or organizations.

The first steps to implement this comprehensive program is to complete the communication plan and mechanisms for coordination to ensure all partners have access to updated information and the wraparound system supports needed for successful implementation. The Department of Health and Human Services currently has contracts in place for existing early childhood education health services. To expedite this work, Nevada's proposal for implementing the improvement and enhancement of Pre-K seats is to expand the scope of work on many of our existing contracts to incorporate the new and expanded Cohort of students.

NDE's proposal to build infrastructure for new high-quality Pre-K seats and to improve existing half-day seats to full-day, high-quality, utilizes a multi-pronged approach. Most importantly, NDE has completed the baseline work to by identifying sub-grantees from LEAs, private entities, non-profits, charter schools, and faith-based programs. This will allow Nevada to offer a variety of Pre-K seats for the most vulnerable children in our community. Secondly, NDE will be utilizing 25% of grant funds to build the infrastructure and capacity by providing monitoring and evaluation; professional development to expand to full-day; training; working as part of the team to identify physical space; wraparound services;

direct support to partners; coaching and direct services to build a comprehensive Pre-K system. With Over 75% of the grant funds being sub-granted to the Pre-K service providers, this will enhance and create the opportunity for expedite implementation of services to the students.

The implementation of high-quality Pre-K will require Nevada to 1) support linguistically diverse students through high-quality standards, assessments, research and professional development for educators and will be accomplished through the WIDA Consortium. This will provide links to all standards for culturally and linguistically diverse students across each measure of early learning and beyond; 2) Standardize best practices and crosswalks for Early Learning Guidelines and Pre-K teaching standards; 3) Develop “one” set of comprehensive ELD standards for children birth through 3rd grade; 4) Expand and improve Nevada’s State Pre-K program longitudinal data, to build upon the efforts started in 2001; 5) Build upon the existing Silver State TQRIS to further align districts with the district TQRIS model to the Nevada School Performance Framework; 6) Create opportunities for Professional Development courses as well as enhanced pathways to early childhood certifications; and 7) Work with Nevada’s P20W legislative committee on enhancing education from birth to college.

The five communities are Clark County, Washoe County, Lyon County, Nye County and Churchill County. NDE has identified sub-grantees in each County with the ability and capacity to support the improvement and expansion of high-quality Pre-K programs to make significant strides in reaching the most disadvantaged populations. All programs have identified their ability to meet the measures and timelines in the grant proposal. Nevada has worked with each sub-grantee on their capacity of seats and feasibility has been determined. In Clark County, the United Way of Southern Nevada will work with the Clark County School District, private, and faith-based partners. The State Public Charter School Authority (SPCSA) will serve in all counties to identify the programs that will be able to expand Pre-K seats. In Washoe County, the Washoe County School District (WCSD) and Community Services Agency (CSA) will provide the coordination of seats, again, through private, public, non-profit, and faith-based partners. Of particular interest will be the expansion of new seats at the University of Nevada, Reno, who has served as a leader in Pre-K. The other sub-grantee partners include the Nye County School District (Frontier – Rural community); the Churchill County School District (Frontier – Rural Community); and the Lyon County School District (Rural Community). It is important to recognize that frontier counties have a separate designation beyond rural, as tribal or extreme rural communities often lack resources. The United States classifies them as more remote than just a rural designation. All sub-grantees will work with public, private, non-profit and faith-

based providers to integrate students with various economic and socio-economic backgrounds, cultural and linguistic differences, in inclusive environments into high-quality pre-K and comprehensive wraparound services for families.

E3) Ensuring Sub-grantee Minimizes Local Administrative Costs

The State and the sub-grantee(s) will work together to develop baseline policies and procedures meant to minimize both state, and local, administrative costs. These policies will be continually updated and monitored to incorporate new modifications as required throughout the Pre-K Development Grant. As will be detailed in NDE's Scope of Work for the MOUs, NDE will: 1) Develop a purchasing site for Pre-K instructional materials to be purchased at a "state bulk rate" to minimize the costs and administrative fees of contracts with multiple vendors; 2) All materials and information required for the implementation of the State Pre-K Development Grant will be located on one site. This includes information that must, should or can be purchased, as well as a link to any form or data measure that will be mandated as part of the program; 3) The state will provide information and training materials for professional development and assessments, through the implementation of the development grant on the web-site; 4) The State will hold two meetings a year, one in northern Nevada and one in southern Nevada for all stakeholders and Pre-K partners. The state will incorporate video conference options and other cost-saving measures; 5) The State will provide testing information with clearly outlined timelines, training, expectations, information and results posted quarterly; 6) All reporting will be consistent and published on the NDE website, with a dedicated link; 7) A LISTSERV will be established exclusively for the Pre-K partners; 8) All evaluations will be done using an independent evaluator paid for through the grant. There will be no additional expense to the Pre-K partners for evaluations as it will be done in collaborative effort with the State partners; 9) Suggested classroom or appropriate classrooms materials will be provided on the site; and 10) New Pre-K classrooms will be provided a stipend of \$250 for classroom educational materials.

E4) Monitoring Early Learning Providers to Ensure Delivery of High-Quality Pre-K

The statewide monitoring and evaluation will provide specific program and participant characteristics to evaluate progress of program participants for the purpose of *program accountability*. Nevada has identified six key components to the State Pre-K monitoring and evaluation system which include: performance indicators; annual measures; longitudinal

measures; schedule of evaluation activities; evaluation report; six month progress reports; and monitoring visits. The Nevada State Pre-K program evaluation system includes six-month progress reports and a State Pre-K Monitoring Visit for the purpose of “program monitoring, compliance and improvement.” Nevada will require Pre-K programs to submit mid-year and end of the year progress report to the Program Manager. All data will be updated and provided quarterly through the Database. The progress report will include information about progress made on program outcomes as well as in the program improvement plan.

The State Pre-K Coordinator will conduct annual monitoring visits to projects. The monitoring visits will examine application assurances, participant files and programmatic measures, staffing, evaluation, professional development, partnerships and collaborations, staff qualifications, progress on outcome indicators in early childhood education and parenting, organizational capacity, and fiscal management. For the development grant, there will be at least one visit to each Pre-K site. The number of visits to develop and enhance the proposed half day and new full day Pre-K seats will be as needed and initially determined during site implementation. NDE will monitor program delivery and outcomes to improve the delivery of services to Nevada Pre-K families and maximize child and parent outcomes using the ELLCO Toolkit and the ECERS. In addition to participating in the existing State Pre-K evaluation and monitoring process, high-quality Pre-K development sites will be required to participate in Silver State Stars TQRIS. This will provide another measure for Nevada to monitor and evaluate success on expanding and developing new Pre-K seats in High-Need communities. Pre-K Development grant sites will be monitored in alignment with Nevada State Pre-K sites. The NDE will work with the sub-grantees to ensure consistency in data collections and reporting. The framework of the monitoring will allow for a comprehensive and cohesive approach to measurement for student growth, student achievement, reductions in achievement gaps, student attendance, program development, teacher development and the number of students served.

E5) Coordination for Assessments, Data Sharing, and Tools

NDE will work with sub-grantee(s) to develop and coordinate a comprehensive statewide system of multiple assessments, data sharing systems, and providing the necessary tools and training for success. The NDE will continue to collaborate with sub-grantees to develop policies and procedures that will clearly outline the assessment tools. Data collection occurs through the implementation of the following assessments: PPVT, EOWPT, WIDA, and Pre-K Portfolios.

Pre-K portfolios are aligned with the Kindergarten portfolio and information is shared with the Kindergarten teacher when the Pre-K student enters Kindergarten.

ECE Parent Educators and Pre-K Teachers provide parent education workshops for families at each of their school sites. Workshop materials are provided in both English and Spanish, as will literacy activities and parent resources to support learning at home. Regardless of the funding stream, all teachers will implement the research-based curriculum approaches in their classrooms. Teachers in the Pre-K program will use the Nevada Pre-K Standards as the guiding framework for their curriculum by integrating these standards into their daily center activities. ECE Classrooms will be observed and assessed with the ELLCO and ECERS, as well as teachers participating in the CLASS. These assessments provide valuable information to help improve classroom instruction.

NDE will develop Professional Learning Communities to ensure collaboration at a state level on curriculum, assessment and strategies to improve programs. Collaboration between NDE and sub-grantees for high-quality Pre-K programs will occur in the following ways: 1) Certified Pre-K teachers participate in district and department level professional development to support the Pre-K strategic plan; 2) Collaboration between NDE ECE teams, Striving Readers, Student Support Services and the NDE Grant Program Manager to support the P-3 work; and 3) Support for Parent Education Programs.

To minimize reporting efforts, Nevada envisions a comprehensive plan to combine reporting for other funded programs such as ELL, Title 1, SRCL, etc. The plan would include: 1) Pre-and-Post monitoring assessments to guide instruction, progress and accountability; 2) Information on how utilize the local SIS (via the SAIN system) to designate specific data points that will be gathered on a state level; 3) The use of Pre-K standards in the Pre-K programs and what instructional tools would be most appropriate for each standard and instructional strand (much like the suggestions utilized in K-12); 4) Communication plans for best practices on gathering data on what parents/families need related to the Pre-K, school readiness, and parenting skills. This will also include the determination of which cross-sector and comprehensive services are needed to address the needs of each community and local population; and 5) Professional development on instructional resources, instructional tools, and best age-appropriate and developmental appropriate instructional strategies.

E6) Coordination (Supplement) of Resources for State Pre-K

Since the enactment of the Elementary and Secondary Education Act (ESEA) in 1965, Pre-K services to eligible children have been an allowable use of Title I funds. For the purpose of Title I, a Pre-K program is a program of educational services for eligible children below the age at which the LEA provides elementary education and is focused on raising the academic achievement of children once they reach school age. Districts may choose to use these funds for Pre-K and/or to support their state-funded Pre-K programs. In FY13, seven districts in Nevada used approximately \$12 million in Title I funds to support Pre-K serving an additional 3,255 children. In efforts to encourage districts to collaborate and align programs accordingly, Nevada State Pre-K funds are awarded through competitive grant applications in which additional points are awarded to districts who demonstrated program alignment and collaboration with other funds such as Title I to supplement their State Pre-K awards to increase quality and serve more children. As a result, five out of seven of these districts successfully aligned their State Pre-K and Title I Pre-K program components and requirements. Nevada is committed to ensuring these programs continue under the existing program funding guidelines. With the collaboration of the office under the Nevada Department of Education, the programs have stronger fiscal measures to ensure supplanting of funds does not occur.

McKinney-Vento Homeless Education: In Nevada, these funds have been used to support Pre-K services through supporting the state early childhood conference and related attendance for providers serving high-homeless populations. This has included integrating homeless education sessions and presentations to train Pre-K teachers in the identification of homeless students and resources available. LEAs also use these funds to support children and families located in the homeless shelters by providing a safe early learning environment for infants and toddlers so their families can receive other related services within the center (i.e. receive training related to the education and development of their children). In Nye County School District the Homeless Liaison uses McKinney-Vento funds to support their State Pre-K program and expanding services to reach homeless populations and outreach.

Safe Schools/Healthy Students (SS/HS) Grant: Safe and Respectful Learning Environments (SRLE): NDEs Education Program Professional partners with the Safe Schools/Healthy Students (SS/HS) state team are piloting efforts in three communities – Washoe, Lyon, and Nye to provide early childhood social and emotional learning and development as one of the five

areas of focus for the SS/HS grant. These three districts have created strong logic models and strategic plans that include: 1) Improving the number and percentage of children age five and younger that have routine developmental screenings; and 2) Plan to increase the number of childcare providers that implement evidence based social and emotional learning programs with fidelity. These plans will be used as lessons learned from these three communities to scale up the initiatives that impact these two indicators statewide and inform future development of the birth through 3rd grade continuum.

Tribal Early Learning Advisory Council (TECAC) & Indian Education: The NDE Indian Education Programs Professional serves on the strategic planning subcommittee for the State of Nevada Indian Commission. Through collaboration with the NECAC, the Nevada Indian Commission created the Tribal Early Childhood Advisory Council (TECAC) as one of the seven local advisory councils to best address and support tribal early childhood programs. The mission of TECAC is to “support, promote and facilitate a process for early childhood development and education resources and strengthen the support systems to better prepare American Indian young children to transition through the education system while recognizing their cultural identity and reaching their full potential in safe environments.” The TECAC track is permanently offered at the AI/AN Education Summit every year. A Tribal Early Childhood Public Awareness video was made public during the AI/AN Education Summit, on March 17, 2014. Quarterly meetings are held with tribal education Head Start and early childhood centers throughout Nevada.

World-Class Instruction Design and Assessment (WIDA): NDE’s contract for WIDA is to develop and pilot an early childhood suite of assessments to support the implementation of WIDA in ELL and State Pre-K programs. With this contract and partnership with WIDA, Nevada will be leading the way in developing and piloting this new early childhood suite of assessments. WIDA seeks to advance P-12 academic language development and academic achievement for linguistically diverse students through high-quality standards, assessments, research, and professional development for educators. The goals of this contract are: 1) Technical assistance and resources to develop and pilot an observation based language protocol and to create and implement a professional development action plan for supporting, instructing, and assessing young dual language learners; 2) To create a comprehensive statewide professional development action plan related to supporting, instructing, and assessing dual language learners (DLLs); 3) To implement the action plan using a regional training model approach; 4) To

implement the action plan using evidence-based coaching strategies; 5) To assist with developing, piloting, and field testing the young DLL Observation Language Protocol; and 6) To provide project updates, sustainability, data, outcomes, and ideas.

Individuals with Disability Act (IDEA): The NDE Office of Special Education is home for the Part B-619 Coordinator, Early Childhood Special Education. This position oversees Pre-K educational environments for inclusion of children with special needs and federally required statewide data related to early childhood outcomes for Pre-K children with IEPs. Currently, IDEA Part C/Early Intervention Services are housed in the Department of Health and Human Services (DHHS). The NDE position works closely with the Part C Coordinator in DHHS and state-level work related to Nevada's Technical Assistance Center for Social Emotional Intervention (TACSEI). Nevada TACSEI's mission is to support parents and early childhood educators in promoting the social emotional competence of children in their care. To achieve this mission, they have developed trainers and coaches located around the state. These trainers and coaches have expertise in the Pyramid Model, a framework for intentionally supporting the social and emotional foundations for early learning. This represents a tiered prevention and intervention model designed to prevent and address children's challenging behaviors.

NDE Office of Early Learning and Development: The NDE OELD, currently administers the following programs: Nevada State Pre-K, Head Start State Collaboration and Early Childhood Comprehensive Services, and Child Care Development Funds (CCDF) quality dollars.

Coordination of the use of existing NDE administered funds from Federal and state sources that support early learning and development as described above for Title I/ESEA, SB504, and IDEA Part B-619, is done through alignment and inclusion in NV State Pre-K grant applications.

Nevada Early Childhood Advisory Council (NECAC): NECAC provides advisory guidance to the Governor through the State Superintendent in order to promote better alignment and cross-agency coordination related to Nevada's early childhood system. To support this alignment and collaboration, representation on this Council includes members from all federal and state early childhood respective funding streams. The NECAC website is www.nvecac.com.

Grant Fiscal Oversight: Nevada has developed a comprehensive list of current funding programs that target Pre-K. NDE's Grant and Management Analyst II will be responsible to ensure that funding for the project is not supplanting, but supplementing existing programs. By virtue of the program design, NDE proposes to utilize over 75% of the grant for enhancing and

expanding quality Pre-K seats. This is well-documented and data driven, thus making supplanting easily identifiable. In addition, the State of Nevada has policy as directed by the State Legislature under the State Legislature and Administrative Auditors that does not permit the supplanting of funds, without going to the Interim Finance Committee (IFC). The Nevada State Grant Office will work with NDE grant fiscal staff on the development of a grant monitoring system in compliance with Federal Funding Accountability and Transparency Act (FFATA) and the Digital Accountability and Transparency Act (DATA Act); including the Federal Sub-award Reporting System (FSRS).

E7) Integrating High-Quality Pre-K Programs in Diverse settings

Nevada will be utilizing and implementing a mixed-delivery system where Pre-K programs are developed at the LEAs, private child care and educational facilities, religious, non-profit, and community service programs. All of the teaching staff and other site staff for the Nevada implementation are proposed to work for a variety of contracting organizations, providing options and flexibility to families. This will also allow for a diverse range of students from various geographic and demographic backgrounds to be educated at the same facilities.

NDE developed a definition of high-needs communities with sub-grantees that will target and serve children below the 200% FPL. Children in these classrooms will represent the entire community, including those above 200% FPL. Nevada is unique with many 24-hour seven days a week jobs. This necessitates parental options for Early Learning programs, through the public-private-non-profit collaborations, children will be incorporated into Pre-K classrooms in a child's community near the parent's work, close to a University, or where the parent believes is most appropriate. Understanding the complexities of families in each community also requires the Nevada Pre-K program to view each child within the sociocultural context of that specific child's family, educational setting, and community, as well as consideration for the broader community. The Pre-K program and the selected sub-grantees will be integrating high-quality Pre-K programs in diverse settings, and by parent choice.

NDE will provide an overall communication and outreach plan with each selected high-need community that will further examine each community, demographics, cultural and linguistic differences for the most effective outreach, coordination, and integration into the Pre-K system. As with many communities, it is important for Nevada to consider economically diverse, inclusive settings to ensure all activities support inclusion from transportation to

language support services. To successfully integrate the pre-K program, Nevada proposes to utilize best practices from the ELL Pre-K programs and the current contract for WIDA, which works to advance P-12 academic language development and academic achievement for linguistically diverse students. These efforts include technical assistance for language protocol; professional development; statewide action plan; support for dual-language-learning programs; evidence-based coaching strategies; as well as Tribal liaisons from the Department of Health and Human Services and NDE; multi-cultural organization and non-profit systems; and other ethnically and culturally diverse programs.

E8) Supports for Vulnerable Populations (Rural, Homeless, Tribal)

Nevada believes that while all children benefit from high-quality early childhood education, it is far more critical for children who are experiencing homelessness, are in tribal communities, have disabilities, developmental delays or are ELL. Research has shown that children in these vulnerable populations typically enter school well behind their peers. Exposure to high-quality programming can make the difference between a student struggling through school or performing above grade level and beyond.

Special education instruction is specifically designed to meet the educational and developmental needs of children with disabilities and those who are experiencing developmental delays. Services for Pre-K children (ages 3 through 5) are provided at no charge to the family. These services are available through the Individuals with Disabilities Education Act (IDEA). Nevada places a high priority on, and has established clear policies for, serving students that have special circumstances such as homelessness and foster care. Additional district supports are also provided for military families. Children identified as experiencing homelessness or who are considered foster children are given first priority regarding enrollment in the Pre-K programs. Nevada strives to reduce any and all barriers that impact student academic success, and goes beyond the requirements of McKinney-Vento Act to allow opportunities for students to achieve the same high-quality academic standards expected of all children by eliminating barriers to their education. Nevada's efforts and supports include: 1) Ensuring all homeless students are enrolled immediately despite any deficiencies in identification, immunization, or school records; 2) Ensuring parents/guardians are informed of their children's rights, and unaccompanied children know their rights, and have the support they need to access appropriate education; 3) Providing transportation to school, meals, school uniforms, dues and fees, basic needs support and funding

for additional school activities; 4) Providing ongoing training to the office staff and counselors at school sites so that they are able to identify and understand the unique needs of the students experiencing homelessness; 5) Identifying individual student needs and having the school advocate work with liaisons to ensure all students receive the support needed to attend school and be successful; 6) Ensuring that the liaisons collaborate with all schools, advocates, the Departments of Transportation, Nutrition & Health Services, Counseling, Title I and Title I Parent Involvement, Truancy, Child and Family Services, Family Resource Centers as well as numerous community organizations to best serve the needs of children and youth who are experiencing homelessness; 7) Students who are identified for military and/or Tribal are referred within the school district to connect them with resources or other program supports, if needed; 8) Active partnerships with local agencies (Washoe Tribe of Northern Nevada, community agencies, service providers, for example); 9) Work to coordinate ECE and ECE Special Education programs to work seamlessly together to provide the most appropriate and least restrictive instructional setting, necessary instruction, and community supports; and 10) Instructional and community supports.

E9) Ensuring Cultural and Linguistic Sensitive Outreach

As part of the commitment to high-quality Pre-K for eligible families in high risk communities, the implementation process will include a communication plan to assist sub-grantees in implementing effective and responsive outreach and communication for families in at-risk communities. The State of Nevada will incorporate recognized quality standards for early care and education and include specific criteria related to parent and family engagement. The Center for the Study of Social Policy's (CSSP Strengthening Families™) approach identifies what early care and education programs can do to support parents in their important role and to build strong relationships between parents and staff.¹ This communication plan will include a detailed framework highlighting the programs available to assist families with wrap-around service support. In addition, the state will develop and provide accessible resources to support the implementation of the communication plan. Through the Strengthening Families initiative, Nevada's proposal includes the adoption of the seven evidence based program strategies: 1)

¹ Center for the Study of Social Policy, "State Approaches to Integrating Strengthening Families into Quality Rating and Improvement Systems (QRIS).

Facilitate friendships and mutual support; 2) Strengthen parenting; 3) Respond to family crisis; 4) Link families to services and opportunities; 5) Facilitate children's social and emotional development; 6) Respond to early warning signs of abuse and neglect; and 7) Value and support parents. These strategies will be incorporated into a comprehensive communication plan with detailed information on linguistically competent outreach methods and sensitivities.

The State and sub-grantees will utilize the CSSP Tools to Support Strengthening Family Integration into TQRIS. Nevada will develop (in cooperation with the sub-grantees) the program self-assessment tool for program assessment of family responsive practices. Outreach will occur to reach families who, due to any number of barriers, may not be aware of high-quality Pre-K options in their community or lack information about the benefits of Pre-K to their children's development. Activities will be intentional, continuous and responsive to the needs of families in the community.

E10) Ensuring Strong Partnerships

NDE will work with all sub-grantees to establish a Memorandum of Understanding (MOU) with a clear scope of work identifying the responsibilities, clarity of duties, supports, and necessary technical assistance. The MOU will provide clear guidance with specific deliverables highlighting the level of support from each partner. As part of the strong partnership, the State will work with each sub-grantee to identify the level of training and onsite support for administrators, support staff, educators and community supporters to meet these specific program and reporting requirements. Preliminary agreements are located in *Appendix A5*.

NDE will work with each sub-grantee to determine the best communication plan for external and internal partners. Resources and supports will be provided to each sub-grantee. An annual review and assessment will be developed and provided for each sub-grantee to rate the NDE on their level of 1) Technical support for educators; 2) Technical support for administrators; 3) Accessibility; 4) Providing information on upcoming meetings and activities; 5) Meeting their requirements and supportive services as part of the scope of work; 6) Level of knowledge and collaborative nature of NDE staff towards the Pre-K providers; 7) Timeliness of funding; and 8) Accessibility to reports. This will allow a continued relationship to highlight the successes and challenges by each agency to work towards a strong collaborative effort.

The sub-grantees will be provided an opportunity to evaluate the NDE partnership and identify areas of need, improvement and support. This will ensure a time-sensitive approach to

addressing concerns, before they become problems. Results will be posted on the website for each county response. For purposes of transparency, the progress and all activity reports on the status of the Pre-K implementation will be posted bi-annually.

F. ALIGNMENT WITHIN A BIRTH THROUGH 3RD GRADE CONTINUUM

F1) Birth Through Age-Five Programs

As evidenced in the Governor's P-3 Symposium, the alignment of ECE through the 3rd grade is a large component to successful futures of our young children in Nevada. Aligning birth through 3rd grade is key for the State of Nevada and is a promising way to improve quality in Nevada's diverse settings to improve outcomes for children, to eliminate achievement gaps, and to ensure that every child is given a strong foundation for lifelong learning and success.

Section F –Programs and Systems are Aligned (Birth -Third Grade Continuum)

Objective 4.1: Enhance Early Learning and Development Standards (ELDS)

Activity/Milestone: Present Nevada's Infant and Toddler Guidelines (ELG) and Pre-K crosswalk to the State Board of Education.

Timeline: Q4 2015

Responsible: Program Director, Office of Standards and Instructional Support

Measured Outcome: 1) Present to the State Board of Education for consideration

Activity/Milestone: Pre-K Standards revision; in alignment with Consortium work on the Common Core and early childhood expertise

Timeline: Q3 2015

Responsible: Director, Early Learning and Development

Measured Outcome: 1) % of standards aligned; 2) Revised Standards

Objective 4.2: Align ELDS and Professional Development

Activity/Milestone: Develop comprehensive Birth-3rd Grade Standards by aligning Nevada Academic Content Standards (NVACS) to Nevada's Pre-K standards to ensure developmental needs of young children

Timeline: Q1 2016

Responsible: Early Childhood Education, Education Program Professional

Measured Outcome: 1) Aligned standards; 2) Plan implementation; 3) % of standards aligned

Objective 4.3: Build Capacity to Support P-3 Educators

Activity/Milestone: Develop professional development (PD); and adopt best practices for Nevada educators; provide web-based training support for educators

Timeline: Q4 2016

Responsible: Pre-K Professional Development

Measured Outcome: 1) Adopt best practices manual; 2) Web-Based 15 minutes training segments with evaluation of training; 3) PD Training classes; 4) % of teachers accessing web-site.

Expand and Further Integrate Align Early Childhood Learning Standards: Nevada Pre-K Standards describe appropriate outcomes for children at the end of the Pre-K experience and research and evidence-based standards to measure each child's readiness for Kindergarten. Nevada will further expand and align ELDS with the national P-3 continuum. As a precursor to this work, NECAC and ECACs partnered to develop a crosswalk between the Nevada Pre-K and the NVACS. The crosswalk aligns the math and language domains and is designed to illustrate to Pre-K teachers how they are creating the foundation for their students Kindergarten year. The crosswalk also validates for the Kindergarten teachers that the Pre-K Standards are directly linked across all domains of learning. In addition, an ECE cross-walk has been developed to depict the alignment of the Pre-K standards to the respective domains of the NVACS for grades K-3. These illustrate the related instruction impacts on the five domains of learning in the Pre-K standards. This work will be expanded to ensure that Nevada's efforts are all aligned within the development grant activities by developing and adopting specific indicators.

Align Standards and Professional Development Opportunities: The Core Knowledge Areas (CKAs) and Core Competencies document promotes early learning and development by serving as a self-assessment tool for early childhood educators to evaluate individual skills, knowledge, and effectiveness, utilizing clear and measurable guidelines and standards of practice. It provides a guide for continued development of early childhood education-related coursework and training curricula by supporting continuous quality improvement that will increase the effectiveness of instruction to improve child outcomes. Nevada's CKAs and Core Competencies are currently under review to ensure alignment with the NAEYC Standards for Early Childhood Professional Preparation, the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, Nevada Pre-K Standards and Infant/Toddler Early Learning Guidelines and other national standards. Nevada is committed to a bi-annual review of the ELDS to reflect advances in ECE and revisions for greater alignment will be adopted.

A workgroup of the Nevada Registry Advisory Committee will collaborate with faculty from the Nevada System of Higher Education to align the revised Core Competencies framework with ECE coursework. With only six Institutions of Higher Education (IHE) in Nevada offering an ECE-related degree or certificate program, and no private IHEs offering such programs, achieving a high level of engagement and collaboration among higher education faculty and ECE professionals statewide is important. The Nevada AEYC annual statewide conference provides a standing forum to address IHE-related issues, and a consensus-based approach is used for decision-making and problem-solving.

The Nevada Registry's training approval system for ECE professional development is based on the CKA and Core Competency framework. Approved training is currently categorized by CKA; the Registry's website is searchable for training by CKA; and trainers use this information to design training content and instruction across all eight CKAs. This assists early childhood educators in finding training resources that are specific to one or more CKA, and supports a cohesive approach to professional development across the state. Once complete, Nevada's Registry's training approval system will require inclusion of core competencies for approval of all community-based, not-for-college credit trainings. Phasing in of this requirement will be supported by targeted training for all registered trainers in the state on Nevada's CKAs and Core Competencies to make sure they are prepared to integrate the core competencies into trainings. This will be complete by August, 2015.

NDE will work with the Nevada Registry to develop training criteria so that PD opportunities can be dually approved. Initial classes for dual-system approval include: 1) Nevada Pre-K Standards and the crosswalk to Nevada's Academic Content Standards; 2) Assessments (range of tools selected by the NECAC and sub-grantees), 3) How to choose appropriate assessments (training on administering assessments), 4) How to use the results to inform practice, and how to share data with families; 5) how to choose curricula and developmentally appropriate practices and environments for children in grades P-3; 6) Building parents capacity to support their children's learning and development; 7) Helping families build protective factors; and 8) Engage parents as decision-makers in their children's education.

F2) Kindergarten through 3rd Grade

Nevada will work to expand existing support systems and efforts to build additional capacity to support P-3 educators across the state by building on previous work and supporting

new efforts. Nevada has continued to use the nationally recognized P-3 framework to guide both state and district level P-3 work, *Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches* (Kauerz and Coffman, 2013). State and district level leaders guiding this work have included early childhood representatives such as the State Pre-K administrator, the Head Start State Collaboration Director, district level early childhood directors as well as key K-12 administrators and leaders from the two largest school districts including an Area Superintendent, K-12 curriculum director, P-3 Coordinator, elementary school principals, and university faculty members. These efforts will continue through collaboration and practices.

In addition, this work is supported at the LEA level. WCSD has created a P-3 local ECAC that led efforts to create a P-3 pilot, initially at one elementary school and through a partnership with the Striving Reader Comprehensive Literacy grant expanded to additional elementary schools. Nevada is well positioned to enhance its statewide P-3 implementation through intentional partnerships working with additional LEAs on the complexity of P-3 reform and development and will continue to expand and enhance P-3 initiatives at additional schools and statewide.

In summer 2013, Nevada was one of six states to be selected to receive a NGA Birth to 3rd grade Policy Academy grant. Team members of the Nevada P-3 Policy Academy team include representatives from the Governor's Office, NDE—Superintendent's Office, Director of Assessment, Program Accountability, and Curriculum (APAC), State Pre-K Administrator, Striving Readers Comprehensive Literacy Program Manager, Head Start State Collaboration Office, Southern Nevada Regional Professional Development Program, and University of Nevada College of Education. The goal of the NGA grant and Nevada's Birth-3rd Grade Policy Academy is to help align early childhood and K-3 efforts with best practices to improve early learning outcomes by utilizing momentum within the context of current initiatives within the state. This grant will support capacity building for P-3 educators.

The NGA P-3 Policy Academy hosted the first ever state P-3 Summit of Districts, in 2013, in which 15 out of the 18 Nevada LEAs participated by sending teams that included representation from Superintendents, K-12 administrators, teachers, EC providers, Head Start grantees, and stakeholders. This work led to strong partnerships statewide, and the success of the Governor's P-3 Symposium held in August 2014, previously discussed. The Nevada P-3 State Leadership Team (SLT) has spearheaded these efforts to increase and improve P-3 instruction

and alignment through standards, assessments, and teacher effectiveness and will continue to support these efforts and the sustainability of this work for Nevada through this grant.

To help further the development of aligned early childhood efforts, Nevada will continue its relationships and partnerships with national P-3 experts to build capacity and collaboration with Nevada educators. Nevada has included a Professional Development position to develop and implement programs across the state for Pre-K, while also including efforts to develop training within this P-3 continuum. Support from the Pre-K Development grant will expand Nevada's efforts in the development of an aligned and comprehensive PreK-3rd Grade system. Several strategies will be used to create a more continuous and aligned system throughout the state, including working with a nationally recognized Pre-K-3rd grade expert(s) who will support the training, and the development of P-3 Professional Development expertise in Nevada, for the first two-years of the grant, to build a cadre of PreK-3rd Grade professionals within the state. In support of *Objective 4.3*, other activities include, but are not limited to: 1) Partnering with a national P-3 expert to examine Nevada's current P-3 structure to provide Technical Assistance for a P-3 Implementation Plan; 2) Partner with P-3 experts to provide data-driven professional development and coaching to state and local instructional leaders, principals, and program administrators; 3) Provide support to district P-3 professional development teams to facilitate P-3 Summer Institute and on-line professional learning communities; 4) Integrate P-3 into higher education and in-service systems by working with NSHE to integrate P-3 into Education Leadership programs; 5) Expand/revise teaching licensing requirements for P-3 certification; and 6) Continue to enhance the integration of statewide P-3 professional development opportunities within the annual NDE Mega Conference for K-12 administrators and teachers and the state early childhood conference to include the Pre-K Development sub-grantees and partners. NDE and the P-3 SLT will partner with nationally recognized PreK-3rd grade expert(s) who will assist in guiding work with educators and leaders in high-need communities. This work will focus on developing a culture of collaborative inquiry centered on high-quality instructional practices, child engagement, improved child outcomes, and leadership for change. The development of an online video library-3rd grade, the development of a cadre of Pre-K-3rd grade trained staff that will serve as models and coaches across the state, and the development of an implementation plan for future "demonstration" classrooms.

G. BUDGET AND SUSTAINABILITY

G1) Direct Service for Enhanced or New Pre-K Slots

The budget table below depicts the implementation schedule of new and enhanced seats as it relates to the proposed budget in each of the five high-need communities for the duration of the project. The estimated cost to enhance a Pre-K half-day seat in Nevada is approximately \$3,900 per child, the cost for a full-day new seat is been estimated at \$8,000. The totals reflected in each year include costs per child, as well as expected costs for items such as classroom space rental, transportation, family training and language interpreters as well as material stipends and costs for substitute teachers to allow time for teachers to participate in professional development opportunities. Approximately 94% of overall proposed funding will be used to create new or enhanced slots for children's high-quality Pre-K in Nevada.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	TOTALS
<u>Nye County:</u> Year 1-enhance 120, new 60; Year 2-new 60, maintain 180; Year 3-4 maintain 240	(b)(4)				
Churchill County: Year 1-enhance 80; Year 2-new 60, maintain 80; Year 3-4 maintain 140					
<u>Washoe County:</u> Year 1-enhance 120, new 80; Year 2 enhance 230, new 160, maintain 200; Year 3 new 120, maintain 360; Year 4 maintain 710					

<u>Clark County:</u> Year 1-enhance 200, new 120; Year 2-enhance 300, new 160, maintain 320; Year 3-enhance 60, new 330, maintain 780; Year 4- new 290, maintain 1,180	(b)(4)				
<u>Lyon County:</u> Year 1-enhance 140, new 60; Year 2-enhance 180, new 60, maintain 200; Year 3-4 maintain 440					

Budget Summary: Nevada's budget has been prepared with numbers to support the Pre-K Development Grant schedule. The submitted budget allows Nevada the ability to implement high-quality Pre-K programs through enhanced and improved quality seats. In addition, Nevada has taken measures to ensure fiscal and programmatic controls for federal and state compliance. The table below represents both direct and administrative costs to enhance and create new slots for Nevada's Pre-K children in five (5) high-need communities. The full budget with justification and detail of expenditure is located in **Appendix G1 & G2**, as supporting evidence.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	TOTAL
PERSONNEL	(b)(4)				
FRINGE					
TRAVEL					
EQUIPMENT					
SUPPLIES					
CONTRACT					
TRNG Stipends					

OTHER	(b)(4)
TOTALS	

Competitive Match: The State of Nevada proposes to match the funds necessary to a develop high-quality preschool program by 52% over the 4 year project. Nevada proposes to incrementally match the project beginning with 50% in Year 1, increasing 10% each year to 80% by year 4. The table below represents costs by year and illustrates Nevada's commitment to this proposed project as well as its sustainment. **Appendix G3**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	Totals
50% by State	(b)(4)				
50% by Grant	\$6,405,860	\$11,031,983	\$12,849,229	\$13,475,608	\$43,762,680

Percentage of Administrative Costs versus Direct Service Costs: In addition to Nevada's commitment of match dollars, our budget process and implementation schedule has ensured that over the next four-years an average of over 75% of dollars expended on this high-quality Pre-k program will be spent on direct services in the high-need communities.

ADMINISTRATIVE v. DIRECT SERVICE					
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	TOTAL
ADMIN COST	(b)(4)				
DIRECT SVC					
Direct Svc %	61%	76%	80%	81%	77%

G2) Coordinating Existing Funds

NDE will be coordinating existing state funds through the Grant and Management Analyst II, assigned to the Pre-K Development Grant and part of the Budget Office. This position will work with the Program Manager, but will be assigned to the Administrative Services Officer (ASO). This will ensure an impartial review of fiscal data, without being directed by the Program Manager on specific expenditures. These efforts will be coordinated with the NDE Budget office to ensure the expenditures are consistent with the scope of the grant, federal and state regulations, sub-granting (FFATA), reporting and no additional funds are made available for any outside programming. In addition, the Grant Analyst will be responsible to update information and budget amounts on existing Pre-K grant programs. This will ensure that

programs with Pre-K funding allocations expending resources as scheduled, as compared to previous months/years. This report will be made available to the U.S. Department of Education on all Pre-K funding activities statewide through NDE, on a quarterly basis.

Additional State funding to support ELL Pre-K programs			
Numbers reported for 2014-15	Number of ELL Pre-K children served	Number of Classrooms	Estimated funding supporting ELL Pre-K
Non-Zoom (4 rural districts-Carson, Elko, Humboldt, Nye)	(b)(4)	8	(b)(4)
Zoom: Clark		14	
Zoom: Washoe		6	
TOTAL		28	

G3) Sustaining After the Grant Period

Governor Brian Sandoval and the State of Nevada are committed to improving our children's outcomes. Quality educational experiences in the early years have the greatest potential to bolster academic and social achievement particularly for children at risk. Nevada intends to use the Preschool Development Grant to leverage resources to enable legislation, over the next four years (two biennium cycles) to address inadequacies in Nevada's standards, licensing and budgeting. The qualitative and quantitative data that will be procured from the studies resulting from these grant efforts will assist Nevada in securing future legislative approval for necessary funding after the grant period.

With the results from the longitudinal data that Nevada has collected since 2001, and this development grant, Nevada is expecting to have the evidence-based data and analysis to support expanding Pre-K and maintain the Pre-K programs statewide, which we believe will have a national impact. Through a comprehensive P-3 and evidence-based approach, Nevada will be an example for future programming and funding for comprehensive education reform around the nation. In an effort to sustain the grant beyond the grant period, Nevada will increase the Nevada State match each year. As mentioned above, Nevada proposes to incrementally match the project beginning with (b)(4)% in Year 1, increasing (b)(4)% each year to (b)(4)% by year 4. In addition, Nevada has not requested an Indirect Cost Rate (ICR), a rate of approximately 18%. Through the increase in match and not requesting an ICR, Nevada will be preparing to continue the Pre-K efforts by increasing state funding each year to be able to absorb the costs and plan for future Pre-K programming.

Nevada Ready!

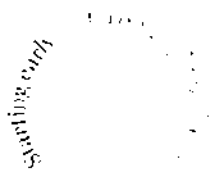
Quality Pre-K Development Grant Appendices

Narrative Section	Document Title	
<u>Section A Evidence</u>	1) <i>Elements in definition of High-Quality Preschool</i>	Page 2
	2) <i>School Readiness Expectation</i>	Page 3-5
	3) <i>Letters of Support</i>	Page 6-15
	4) <i>Table A (required excel spreadsheet)</i>	Page 16
	5) <i>Pre-K Preliminary Binding Agreements</i>	Page 17-37
	<ul style="list-style-type: none"> • <i>Washoe County School District</i> • <i>Nye County School District</i> • <i>Churchill County School District</i> • <i>Lyon County School District</i> • <i>United Way of Southern Nevada</i> • <i>Community Services Association</i> • <i>State Public Charter School Authority</i> 	
<u>Section B Evidence</u>	1) <i>Brief description of Early Learning Development Standards (and how it is met)</i>	Page 38-57
	2) <i>Enacted legislature, policy and practices</i>	Page 58-71
	3) <i>Table B (required excel spreadsheet)</i>	Page 72
	4) <i>Early learning Guidelines & Pre-K Alignment</i>	Page 73
	5) <i>Assessments in the State of Nevada</i>	Page 74
	6) <i>Pre-Kindergarten Standards</i>	Page 75
<u>Section C Evidence</u>	1) <i>Monitoring protocol used for Continuous Quality Improvement</i>	Page 76-82
	2) <i>State targets with outcomes, including school readiness</i>	Page 83-85
	3) <i>Indicators of program outcomes</i>	Page 86
	4) <i>Evaluation time-frames</i>	Page 87-89
<u>Section D Evidence</u>	1) <i>Table A (required excel spreadsheet)</i>	Page 90
	2) <i>Table D(4) (required excel spreadsheet)</i>	Page 91
	3) <i>WIDA Partnerships</i>	Page 92-98
<u>Section E Evidence</u>	1) <i>Organizational Chart</i>	Page 99
	2) <i>Intra-agency Inclusion Initiative</i>	Page 100-101
<u>Section F Evidence</u>	1) <i>P3 Symposium Agenda</i>	Page 102-107
	2) <i>Nevada Content & Common Core Standards</i>	Page 108-112
<u>Section G Evidence</u>	1) <i>Budget narrative</i>	Page 113-116
	2) <i>Budget tables</i>	Page 117-121
	<i>Overall Statewide Budget (required excel spreadsheet)</i>	Page 122
	3) <i>Match Memorandum</i>	Page 123-124

NEVADA DEPARTMENT OF EDUCATION
Nevada High-Quality Pre-Kindergarten (Pre-K) Program

Throughout the development of the High-Quality Pre-Kindergarten Program development, it has been determined, either through legislation or best practice and research, that certain components are necessary and required for effective outcomes for our children.

Required Program Elements	
Teacher Qualifications	Each Early Childhood Education (ECE)/Pre-K teacher responsible for providing direct instruction to early childhood students must fulfill the licensure requirements for teaching the pre-kindergarten population. This is an Early Childhood teacher's license (requiring a bachelor's in education) or an ECE endorsement on a teacher's license.
Eligibility	Children enrolled in the program must be under Kindergarten age and within the traditional Pre-K age range of 3-5 years old. All children meeting this age requirement are eligible for high-quality pre-school.
Intensity	All programs must provide a minimum of 5 hours per day of pre-kindergarten class time.
Curriculum	Programs must utilize the Nevada Pre-Kindergarten Content Standards, revised and adopted by the Nevada State Board of Education. Programs must implement developmentally appropriate, research-based curriculum and participate in the birth to third grade continuum alignment.
Class Size/Ratio	Class sizes and child/staff ratios must not exceed the following: <ul style="list-style-type: none"> • Classrooms with have no more than 20 children with 2 adults. • The referenced 2 adults will be 1) Appropriately certified and licensed teacher, and 2) Appropriately certified teaching assistant.
Evaluation	Programs must participate in the statewide program evaluation system (annual and longitudinal). This includes using the outcome indicators described in ELDS and reporting required data to the pre-K education evaluator and the NDE. Program quality will also be assessed by a valid and reliable assessor using the ECERS-R and ELLCO.
Parental Involvement	Parental involvement must be administered in conjunction with the Pre-K program. Longitudinal data to determine effectiveness of parental involvement will be measured, reported and used for program improvement.
Comprehensive Services	Programs must demonstrate coordination with existing community services through collaborative and cooperative efforts.
Equal Access	Each child presented for enrollment will have equal access to the same extent as other children, (e.g. homeless, foster, military, tribal) even for those lacking initial enrollment documents.



What is school readiness?

Vision

The vision adopted by the Nevada Early Childhood Advisory Council (ECAC) for the KEDS project is:

Nevada's statewide data system leads to a shared understanding of school readiness. Everyone who touches children's lives will have a broad awareness of the strengths, needs and status of Nevada's children; and information that improves children's development and learning.

A working definition of School Readiness in Nevada

Children's readiness for school is made up of multiple components and shaped by numerous factors. Improving school readiness, therefore, must address children's development of skills and behaviors as well as the environments in which they spend their time. Early childhood leaders at the state and national level agree that efforts to improve school readiness must address three interrelated components:

- Children's readiness for school.
- School's readiness for children.
- The capacity of families and communities to provide developmental opportunities for young children.

Ultimately the goal is that children are ready for school, families are ready to support their children's learning, and schools are ready for children.

School readiness is an ongoing process from the moment of birth, to prekindergarten, and through the transition into elementary school and beyond. It is the foundation defined by the intersection of two critical components: 1) children's condition to learn based on the five identified domains of learning, and 2) the school's capacity to meet the needs of all children to prepare them for future school success and the 21st century. This includes, but not limited to providing access to high quality services for all children including aligned standards and curriculum, supportive relationships, engaging environment, smooth transitions and strong family and community connections.¹

There is consensus, based upon a wealth of research, that a child's readiness for school should be measured and addressed across five distinct but connected domains²:

Physical Development and Health--This domain covers such factors as health status, growth, and disabilities; physical abilities, such as gross and fine motor skills; and conditions before, at, and after birth.

Social and Emotional Development--This domain combines two interrelated components affecting children's behavioral health and learning. Social development refers to children's ability to interact with others and their capacity for self-

¹ Nevada working definition from bill draft request

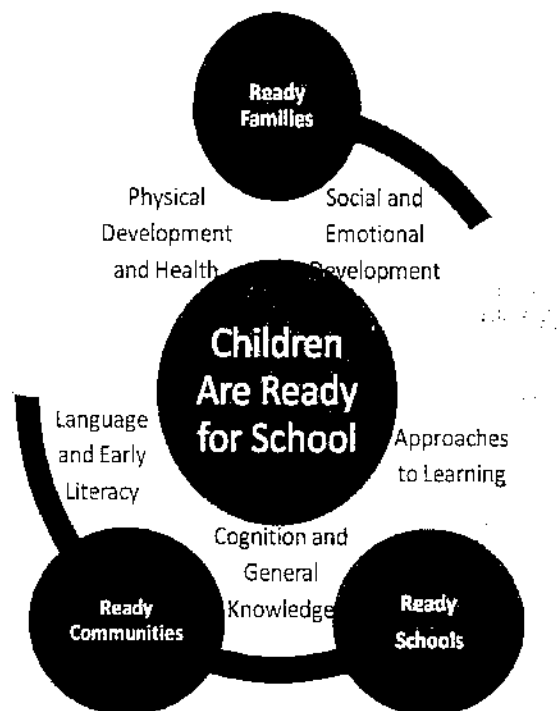
² Based on findings from the National School Readiness Indicators Initiative: A 17-State Partnership and reviewed and revised at the Nevada School Readiness Summit, 2012.

regulation. Emotional development includes children's perceptions of themselves, their abilities to understand the feelings of other people, and their ability to interpret and express their own feelings.

Approaches to Learning--This domain refers to children's inclination to use skills and knowledge. Key components include enthusiasm, curiosity, and persistence on tasks.

Language and Early Literacy Development--This domain includes communication and emergent literacy. Communication includes listening, speaking, and vocabulary. Emergent literacy includes print awareness, story sense, early writing, and the connection of letters to sounds.

Cognition and General Knowledge--This domain refers to thinking and problem-solving as well as knowledge about particular objects and the way the world works. Mathematical knowledge, abstract thought, and imagination are included.



The National School Readiness Indicators Initiative, "Making Progress for Young Children," a multi-state initiative involving 17 states, developed sets of indicators at the state level to track results for children from birth through age 8. Teams also agreed on a core set of common indicators that had emerged from their efforts. Indicators were organized around components which, taken together, shape the extent to which children are prepared for school. The framework for the "Ready Child Equation" appears below:³

- **READY FAMILIES + READY COMMUNITIES + READY SERVICES + READY SCHOOLS = CHILDREN READY FOR SCHOOL.**

Nevada's framework revised the equation as follows:

- **READY FAMILIES +READY EDUCATORS + READY SCHOOLS + READY COMMUNITIES + READY SYSTEMS = CHILDREN ARE READY FOR SCHOOL.**

Each element necessary for the outcome that "Children are Ready for School" is defined as follows:

"Ready Families" have adults who understand they are the most important people in the child's life, understand age appropriate development, and support the child's school readiness. Adults recognize their role as the child's first and

³ Kresslein, J. (2005). School Readiness: What Do We Know?. Public Policy and Practice, 4(2), 1-15.

most important teacher, providing steady and supportive relationships, ensuring safe and consistent environments, promoting good health, and fostering curiosity, excitement about learning.

“Ready Educators” are skilled teachers, who understand age appropriate development, possess the skills to develop appropriate curriculum based on children’s development, recognize, reinforce, and extend children’s strengths and who are sensitive to cultural values and individual differences, including children with special needs.

“Ready Schools” accept all children and provide a seamless transition to a high-quality developmentally appropriate learning environment by engaging families and the whole community. A ready school welcomes all children and their families with opportunities to enhance and build confidence in their skills, knowledge, and abilities. Children in ready schools are led by skilled teachers as defined above.

“Ready Communities” play a crucial part in supporting families in their role as primary stewards of children’s readiness. Ready communities, including businesses, faith-based organizations, early childhood service providers, community groups and local governments, work together to support children's school and long term success by providing families affordable access to information, services, high-quality child care, and early learning opportunities.

describes the availability, quality, and affordability of proven programs that influence child development and school readiness. It also includes the degree to which public and private agencies promote policies and practices including data collection that enhance access to needed supports, information and tools that help all other components (family, educators, schools and children) be ready for children to be ready for school.⁴

⁴ Bruner, C. and Coperman, A. (2003, March). Measuring children’s school readiness: options for developing state baselines and benchmarks. A paper prepared for the State Early Childhood Policy Technical Assistance Network, pp. 1-2.



Nevada Early Childhood Advisory Council

October 8, 2014

U.S. Department of Education
Office of Early Learning
Attention: CFDA Number 84.419A
400 Maryland Avenue, SW.
Washington, DC 20202-4260

To Whom It May Concern:

The Nevada Early Childhood Advisory Council fully supports the Governor of Nevada and the Nevada Department of Education with the United States Department of Education and United States Department of Health and Human Services Preschool Development Grant Application for FY 2014. The Council was established as the State of Nevada advisory council on early childhood education and care required to be established pursuant to 42 U.S.C. § 9837b(b)(1)(A)(i). The membership of the Council is appointed by the Governor to follow the federal regulations and is required to appear before the Nevada State Legislative body during session to provide a report. By Executive Order, the Council is now a part of the Nevada Department of Education.

Nevada's Council works to strengthen state-level coordination and collaboration among the various sectors and settings of early childhood education programs. In addition, the Council conducts periodic statewide assessments of needs relating to the quality and availability of programs and services for children who are in early childhood education programs. The overall goal of the Council is to increase the participation of children in early childhood education programs funded in whole or part by the federal government, the state or a local government, including, without limitation, providing information on such programs not underrepresented and special populations.

As part of this grant, the Council will work with the Nevada Department of Education and Sub-grantees to:

- Strengthen state-level coordination and collaboration among the various sectors and settings of early childhood education programs;

- Establish and/or improve core elements of the early childhood system in this state, including, without limitation, a statewide unified system for collecting data and relating to early childhood education programs;
- Monitor and review a statewide professional development system for teachers engaged in early childhood education;
- Review statewide standards for early childhood education programs in Nevada;
- Develop recommendations for increasing parental involvement and family engagement in early childhood education programs; and
- Recommend guidelines for evaluating the school readiness of children, based on national school readiness indicators: physical and developmental health, social and emotional development, approaches to learning, language and early literacy development, and cognition and general knowledge.

Sincerely,

(b)(6)

Tammera Williams
Chair, Nevada Early Childhood Advisory Council

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President

Kimberly Regan, Ed.D.
President-elect

Nicole Sallers, Ed.S.
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Eric Mitsch, M.Ed.
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Kayelynn Ogden, M.Ed.
*VP of Educational
Development*

Carrie Paldi
ECAC Liason

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Amanda Haboush-De-oye,
Ph.D.
Calena Long, B.S.
Lillian Englund, Ph.D.
Margaret Oberg
Sara Carone, M.Ed.

October 8, 2014

Dear Governor Sandoval,

We are writing in support of Nevada's application and plan in response to the availability of the Preschool Development Grant, jointly administered by the U.S. Departments of Education and Health and Human Services. The Nevada Association for the Education of Young Children is pleased to be part of a broad array of program representatives and key stakeholders in the planning and implementation of the activities to be carried out under this grant, if awarded. We fully support the purpose for this grant: **to develop or enhance preschool program infrastructure and capacity to deliver High-Quality Preschool Programs to reach and serve additional eligible children in high-need communities.**

The purpose of the Nevada Association for the Education of Young Children (NevAEYC) is to serve and act on behalf of the needs, rights, and well being of all young children and their families, with a special emphasis on developmental and educational services and resources for a diverse population; and to foster the growth and development of the membership in their work with, and on behalf of young children. NevAEYC is a state affiliate, which has 2 local affiliate groups and over 500 members statewide. Members work in a variety of early childhood education settings, and together with NevAEYC, support excellence, inclusion, innovation, and community in the field of ECE.

We wholeheartedly support our state plan as outlined in this proposal and look forward to supporting the development of high-quality Preschool programs for children in high-needs communities across the state.

Sincerely,

(b)(6)

Jennifer Kalas, M.Ed.
President
Nevada Association for the Education of Young Children

Southern Nevada
Early Childhood Advisory Council

October 7, 2014

Governor Sandoval,

We are writing in support of Nevada's application for the Preschool Development grant put forth by the United States Departments of Education and Health and Human Services. The Southern Nevada Early Childhood Advisory Council (SNECAC) is pleased to be part of an initiative to expand high quality preschool in Nevada.

We are strongly committed to the plan articulated in the application that will allow Nevada to expand high quality, full day preschool to children from low income families. This expansion will support young children ensuring that children enter kindergarten with the skills, knowledge, and dispositions they need to be successful.

SNECAC is dedicated to creating a collaborative system that provides better outcomes for children. Understanding that it takes many people, organizations, and disciplines working together, SNECAC has brought together representatives from various child advocacy and service organizations throughout Southern Nevada to work together to improve the lives of children and families. SNECAC has several projects which align with the Preschool Development Grant. For example, we have organized a summit for early childhood professionals around strengthening the profession in our community, we are a partner on the Strong Start for Nevada's Children campaign which aims to increase access to high quality early childhood education, and we conduct outreach and training to professionals and parents on the importance of and how to advocate for early childhood. Additionally, we were recently written into a four year grant to assist in continuing advocacy and education in the community surrounding increased access to early childhood education programs.

We wholeheartedly support the application from the state of Nevada as outlined in this proposal and look forward to informing and supporting the development of a well-coordinated effort to expand access to high quality early childhood education to children across the state.

Sincerely,

(b)(6)

Amanda Haboush-Deloye, PhD
Coordinator of the Southern Nevada Early Childhood Advisory Council
Senior Research Associate
Nevada Institute for Children's Research and Policy



Nye County Early Childhood Advisory Council

1020 Wilson Road, Pahrump, NV 89048

October 6, 2014

Re: Nevada's 2014 Preschool Development Grant

Dear Governor Sandoval:

It is a great pleasure to provide a letter of support for the State of Nevada and the application for Nevada's 2014 Preschool Development Grant. We appreciate the opportunity to be part of the planning of this grant and if awarded, we look forward to taking part in the implementation of the many projects and activities of the grant.

The Nye County Early Childhood Advisory Council has been engaged in the support of the follow goals:

- Improve teacher, administrator and staff professional development
- Engage parents in their children's education through parenting classes
- Engage community stakeholders for community outreach
- Provide media to support advocacy for Early Childhood programs

According to the Nevada KIDS COUNT, Demographics Report of 2010 (i), Nye County had a population of 2,120 children ages 0-5. The Children's Cabinet Annual Report (ii) on the state of child care in Nevada shows that in Nye County, 53.23% of children ages 0-4 live in families where all available parents in the workforce and are in need of some type of care arrangements. Currently licensed child care facilities can only meet 22.76% of the demand of child care for children ages 0-5. These statistics clearly show that Nye County is a high need community and welcome the possibility of the services this grant would provide.

The Nye County Early Childhood Advisory Council is dedicated to the promotion of High-Quality early childhood education and services for all of the children in Nye County. Therefore, we support the state's plan to support a continuum of early learning and development from birth through third grade. Our work on the NCECAC directly aligns with and supports the goals of Nevada's plan and strategies related to Birth through third grade alignment.

Should you have any questions, please feel free to contact me at 775-764-1261/

Sincerely,

(b)(6)

Linda K. Fitzgibbons
Council Representative

PAGE 10



Washoe County Early Childhood Advisory Council

October 7, 2014

Dear Governor Sandoval:

The Washoe County Early Childhood Advisory Council (ECAC) is pleased to submit this letter of support and commitment to Nevada's 2014 Preschool Development Grant. We are excited to have played a role in the planning of this grant and look forward to taking part in implementation of the activities to be carried out under this grant, if awarded.

The Washoe County ECAC has been actively engaged in a PreK-Third Grade pilot project at one local elementary school since December of 2011 and has participated fully in the county and state's planning and efforts related to PreK-Third reforms over the past 3 years. We have worked closely with members of the **FirstSchool team** from the University of North Carolina at Chapel Hill on these initiatives. We have collaborated on planning and running a **PreK-Third Leadership Seminar** for principals in the Washoe County School District, with 12 participants. This Seminar convened monthly from October 2013 through June 2014. In addition, the Chair of the Washoe County ECAC is a member of the State's **Birth-Third Grade NGA Policy Academy Team**. We have assisted with planning **PreK-Third conference tracks** at both the Nevada Department of Education's Mega Conference and the annual Nevada Association for the Education of Young Children conference. We were active on the core planning team for Nevada's Birth-Third Summit (held Oct 11-12, 2013). We have presented our work related to PreK-Third reforms at both local and national conferences and were recognized on the **Foundation for Child Development's PreK-3rd Map** (<http://fed-us.org/our-work/prek-3rd-education/prek-3rd-map-work-progress>). We actively support the vision set forth in the Preschool Development Grant.

We are strongly committed to the goals of Nevada's Preschool Development Grant and are committed to supporting the state's plan to support a continuum of early learning and development from birth through third grade. Our work on the ECAC directly aligns with and supports the goals of Nevada's plan and strategies related to PreK through third grade alignment.

Washoe County ECAC members will support Nevada's goals and objectives specifically related to Ensuring High-Quality PreK Programs (Goal 1) and Program and System Alignment to Create a Birth through 3rd Grade Continuum (Goal 4). Members of the Washoe County ECAC have already been intimately involved in creating and updating early learning and development standards, and commit to further enhancement of these standards across the continuum. The chair of the Washoe County ECAC also serves as the President of the Commission on Professional Standards for the State of Nevada, and thus is very familiar with teacher licensure requirements as well as the processes and procedures for changing such requirements. Thus, it makes sense that the Washoe County ECAC will play a role in contributing to the objective of upgrading teacher licensing to encompass the birth through 3rd grade continuum.

The Preschool Development is a great opportunity for Nevada to increase opportunities for our youngest learners. The Sandoval Administration's leadership and dedication to Nevada's families is evident throughout the grant's plan, and we are proud to be part of it. We look forward to informing and supporting the growth of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

(b)(6)

Melissa M. Burnham, Ph.D.
Associate Professor & Director
Teacher Education & Human Development
College of Education; University of Nevada, Reno
Chair, Washoe County Early Childhood Advisory Council



Northside Early Learning Center

*Building the educational foundation
for tomorrow's leaders*

340 Venturacci Lane
Fallon, NV 89406
(775) 423-3463 Phone
(775) 423-1240 Fax
www.churchill.k12.nv.us/northside

Gregg Malkovich, Principal

October 7, 2014

Dear Governor Sandoval:

The Churchill County Early Childhood Advisory Council (ECAC) is pleased to submit this letter of support and commitment to Nevada's 2014 Preschool Development Grant. We are excited to have played a role in the planning of this grant and look forward to taking part in implementation of the activities to be carried out under this grant, if awarded.

The Churchill County ECAC has been actively engaged in Ensuring High-Quality Pre-K Programs in part through the implementation of a comprehensive birth-Kindergarten learning assessment system (Teaching Strategies GOLD) with all ECE, Pre-kg, and Kg students enrolled in Churchill County School District. Furthermore, we regularly engage parents in their children's educational decisions through multiple engagement opportunities to include classes, activities, and conferences. We provide comprehensive wrap-around services for students and families through the outreach to the hospital, clinics, and daycares in the county. Parental information and daycare professional development/curricular alignment are two such examples.

The Churchill County ECAC has been actively engaged expanding access to High-quality PreK Programs for Families in High Need Communities by increasing the number of three and four year old programs to increase services to Hispanic and language learning students in our community. Additionally, we have housed all pre-kg and Kg students in one building to insure daily collaboration.

The Churchill County ECAC has been actively engaged in the following activities: 1) collaborating with daycares in the community to ensure that the P-3 movement is aligned throughout daycare facilities and our schools seamlessly. Licensed teachers provide on-site monitoring and alignment with State Pre-K and TQRIS; and 2) creating programs and systems that are aligned to create a Birth through 3rd Grade Continuum. We are providing professional development and support to P-3 educators and their administrators.

We are strongly committed to the goals of Nevada's Preschool Development Grant, and to develop and expand High-Quality preschool programs in high need communities. We are committed to supporting the state's plan to support a continuum of early learning and development from birth through third grade. Our work on the ECAC directly aligns with and supports the goals of Nevada's plan and strategies related to Birth through Third Grade alignment.

The Churchill County ECAC will continue to engage in these learning goals and activities as well as support the entirety of the grant. Preschool Development is a great opportunity for Nevada to increase opportunities for our youngest learners. The Sandoval Administration's leadership and dedication to Nevada's families is evident throughout the grant's plan, and we are proud to be part of it. We look forward to informing and supporting the growth of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

(b)(6)

Gregg Malkovich
Principal, Northside Early Learning Center

PAGE 12



Las Vegas Urban League
Early Childhood Connection
Child Care Resource and Referral of Nevada

October 1, 2014

Dear Governor Sandoval:

The Las Vegas Urban League is pleased to submit this letter of support and commitment of the State of Nevada's application for the Preschool Development Grant. It's crucial that we improve the quality of preschools in Nevada and ensure our children are kindergarten ready. We are excited to have a role in the planning and implementation of the activities to be carried out under this grant, if awarded.

Since 2010, we have provided Child Care Subsidy Services supported by a grant through the State of Nevada Division of Welfare and Supportive Services. We have since added a Child Care Resource and Referral (CCR&R) department. We fully and actively support the purpose of the Preschool Development Grant: *to develop or enhance preschool program infrastructure and capacity to deliver High-Quality Preschool Programs to reach and serve additional eligible children in high-need communities.*

The Las Vegas Urban League provides greater access to quality child care for low income families with financial support through the Child Care Subsidy Program. We work with a growing collaboration of organizations who are working diligently to improve Early Care Education in Nevada. By providing CCR&R services, we are able to help families locate and identify quality child care options that meet the unique needs of their children. Our services directly align with and support the goals detailed in the Preschool Development Grant application.

The Preschool Development Grant is a great opportunity for Nevada to increase the availability of resources that will help providers to improve the quality of preschool programs for young children. We look forward to informing and supporting the growth of high-quality preschool programs for children across the state.

Sincerely,

Michael Maxwell, Ed.D.
Senior Vice-President, Agency Innovation
Director, Early Childhood Connection

PAGE 13

Board of Trustees

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Washoe County Manager

Liz Thomas

Saint Mary's

Steve Wolstenholme

Grand Sierra Resort

Michael J. Pomi

Executive Director

**The Children's Cabinet
Exists to Keep Children
Safe and Families
Together.**



October 6, 2014

The Honorable Brian Sandoval

Governor of Nevada

State Capitol Building

101 N. Carson Street

Carson City, NV 89701

Dear Governor Sandoval,

The Children's Cabinet is pleased to support the State of Nevada's Preschool Development Grant application. The Children's Cabinet commends Nevada's ambitious, achievable plan to increase the number of slots available for children, the number of hours children are in pre-k programs, improve teacher professional development, and engage parents and communities in supporting children's early education, especially for those who live in high-need communities.

The Children's Cabinet provides statewide services to improve the quality of early education and care for all children in Nevada. Services include child care provider training and technical support including coaching for our state's Tiered Quality Rating Improvement System (TQRIS), parent engagement services, and community outreach activities. In addition, we administer the child care subsidy and resource and referral programs throughout northern Nevada. Our case managers provide wraparound services to provide parents with materials for supporting their child's learning at home in addition to providing parents with health, counseling, nutrition, adult education resources, and assistance with other basic needs such as utility and rental assistance. The Children's Cabinet is committed to working with the Nevada Department of Education and Subgrantees in expanding wraparound services for families receiving State Pre-K programming.

On behalf of the Board of Trustees and staff of The Children's Cabinet, I am excited about the opportunity for our state to serve more children in high-quality Pre-K programs. High-quality early learning opportunities are critical for Nevada's children to be successful in school and in life.

Sincerely,

(b)(6)

Mike Pomi, Executive Director
The Children's Cabinet

PAGE 14

BRIAN SANDOVAL
Governor



SHERRY L. RUPERT
Executive Director

Mailing Address
5366 Snyder Avenue
Carson City, NV 89701

Phone: (775) 687-8333
Fax: (775) 687-8330

Physical Address
Stewart Facility -- Building #3
5500 Snyder Avenue
Carson City, NV 89701

**STATE OF NEVADA
INDIAN COMMISSION**

October 9, 2014

Dear Governor Sandoval:

The Tribal Early Childhood Advisory Committee (TECAC) is pleased to submit this letter of support and commitment to Nevada's 2014 Preschool Development Grant. We are excited to have played a role in the planning of this grant and look forward to taking part in implementation of the activities to be carried out under this grant, if awarded.

The TECAC has been actively engaged in promoting early childhood concerns in tribal communities by developing an informational video and brochure, organizing presentations at the annual Nevada Indian Education summit, and creating a Tribal Child Care Quality Standards handbook.

We are strongly committed to the goals of Nevada's Preschool Development Grant, to develop and expand High-Quality preschool programs in high need communities. We are committed to supporting the state's plan to support a continuum of early learning and development from birth through third grade. Our work on the TECAC directly aligns with and supports the goals of Nevada's plan and strategies related to birth through third grade alignment.

The TECAC will support all of the goals related to curriculum standards and increasing child outcomes.

The Preschool Development Grant is a great opportunity for Nevada to increase opportunities for our youngest learners. The Sandoval Administration's leadership and dedication to Nevada's families is evident throughout the grant's plan, and we are proud to be part of it. We look forward to informing and supporting the growth of a well-coordinated comprehensive system of early childhood services available to all children across the state.

Sincerely,

(b)(6)

Theresa Rowe
Vice-Chairwoman, Tribal Early Childhood Advisory Committee

Table A										
Development Grants										
PART I. Absolute Priority 1 <small>Instructions: For each year, please fill out the expected Federal Allocation Level in Funds for 1A, 1C, and 1D. Nothing else should be filled out in this section. The other cells will self-populate with information; those should not be modified.</small>										
	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
Allocation of Federal Preschool Development Grant Funds	\$	% Funds	\$	% Funds	\$	% Funds	\$	% Funds		
1A: State-Level Infrastructure	\$1,217,390	19%	\$991,148	9%	\$799,711	6%	\$749,458	6%	\$3,757,707	9%
1B: High-Quality Preschool Programs	\$3,188,470	81%	\$10,040,835	91%	\$12,049,518	94%	\$12,726,150	94%	\$40,004,973	91%
1C: New Preschool Slots	\$2,300,265	36%	\$5,249,687	48%	\$7,446,357	58%	\$8,459,842	63%	\$23,456,151	54%
1D: Improved Preschool Slots	\$2,888,205	45%	\$4,791,148	43%	\$4,603,161	36%	\$4,266,308	32%	\$16,548,822	38%
Total Federal Funds	\$6,405,860	100%	\$11,031,983	100%	\$12,849,229	100%	\$13,475,608	100%	\$43,762,680	100%
PART II. Competitive Priority 1 <small>Instructions: For each year, fill out the expected Matching Funds for 2A, 2C, 2D. Also, provide the information for 2E at the bottom of this section. The other cells will self-populate with information; those should not be modified.</small>										
	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
Allocation of Matching Funds	\$	% Funds	\$	% Funds	\$	% Funds	\$	% Funds		
2A: State-Level Infrastructure	(b)(4)									
2B: High-Quality Preschool Programs										
2C: New Preschool Slots										
2D: Improved Preschool Slots										
Total Year 1-4 Matching Funds										
Type of State Match	Amount of State Funding in Fiscal Year 2014	\$ from Year 1	\$ from Year 2	\$ from Year 3	\$ from Year 4	Overall Matching Funds	Match %			
2E: State Matching Funds (if applicable)	\$0	(b)(4)								
2F: Total Funds for State-Level Infrastructure	(b)(4)									
2G: Total Funds for High-Quality Preschool Programs										
2H: Total Funds for New Preschool Slots										
2I: Total Funds for Improved Preschool Slots										
2J: Total Program Resources										
PART III. Selection Criterion (D) (4) <small>Instructions: For each year, please fill out 3A, 3B, 3C and 3F, 3G. The other cells will self-populate with information; those should not be modified.</small>										
	Year 1		Year 2		Year 3		Year 4		Cumulative	
3A: Total Eligible Children	(b)(4)									
3B: Eligible Children Served in New Preschool Slots										
3C: PPE/Slot										
3D: Estimated Cost (Rounded)										
3E: % Eligible Children Served in New Preschool Slots										
3F: Eligible Children Served in Improved Preschool Slots										
3G: PPE/Slot										
3H: Estimated Cost (Rounded)										
3I: % Eligible Children Served in Improved Preschool Slots										
3J: Total % Eligible Children Served With New and Improved Slots										
3K: Total Children Served										

PRELIMINARY BINDING AGREEMENT

The State of Nevada Department of Education and Washoe County School District Preschool Development Grant (CFDA 84.419A)

The Washoe County School District (from this point forward referred to as **Subgrantee**) supports the Governor of Nevada and the Nevada Department of Education (NDE) with the United States Department of Education and the United States Department of Health and Human Services Preschool Development Grant Application for FY2014 and the development, enhancement and sustainability of Preschool Programs in the State of Nevada. This document should serve as the Subgrantee's commitment to work with the NDE Superintendent of Public Instruction, Dale Erquiaga, and Governor Brian Sandoval to increase participation of children in early childhood education programs funded in whole or part by the federal government, the state or local government, including without limitation, providing programs to underrepresented, disadvantaged and special populations in high need communities.

As required by the grant, this document will serve as a preliminary binding agreement, with a Scope of Work to be developed within 90-days after notice of grant award (NOGA). The Scope of Work will highlight conditions of the grant, milestones consistent with the Preschool Development Grant Application and will include all authorized signatures. In addition, all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants-Development Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485 will be applicable to this agreement.

This Preliminary Binding Agreement affirms the Subgrantee is familiar with the State's Preschool Development Grant Application and is supportive of and is committed to working on all applicable portions of the State Plan, will implement the Scope of Work consistent with the Budget, as approved within 90-days after the NOGA; and will comply with all of the terms of the Preschool Development Grants.

The Subgrantee understands the responsibility to assist NDE in implementing the tasks and activities described in the State's Preschool Development Grants application to: 1) Implement the Subgrantee Scope of Work, once developed and approved within 90 days of the NOGA; 2) make arrangements for High-Quality Preschool Programs to be provided by Early Learning Providers and appropriately monitor such entities; 3) Abide by the State's Budget; 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS"); 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants; 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS; 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and

any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws; 8) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs; 9) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education; 10) Minimize local administrative costs; and 11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

In assisting the Subgrantee in implementing tasks and activities described in the Preschool Development Grants, the NDE is committed to: 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Scope of Work; 2) Award in a timely manner the portion of Preschool Development Grants for Subgrantees; 3) Provide feedback on the Subgrantee's status updates, any interim reports, and project plans and products; 4) Keep the Subgrantee informed of the status of the State's Preschool Development Grants and seek input from the Subgrantee, where relevant to the portion of the State plan that the Subgrantee is implementing; 5) Facilitate coordination across Subgrantees necessary to implement the State Plan; 6) Identify sources of technical assistance for the project; and 7) Monitor Subgrantee's Implementation of High-Quality Preschool Programs.

As part of a collaborative effort, joint responsibilities include: 1) NDE and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application; 2) NDE and the Subgrantee will each appoint a key contact person for the Preschool Development Grants--Development Grant; 3) These key contacts from the NDE and the Subgrantee will maintain frequent communication to facilitate cooperation, consistent with the State Plan and governance structure; 4) NDE and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period; 5) NDE and Subgrantee personnel will negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications; 6) NDE and the Subgrantee will devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute; 7) The NDE and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and 8) NDE and the Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

If NDE determines the Subgrantee is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the NDE will take appropriate enforcement action, which could include initiating a collaborative process by which the parties

attempt to resolve the disagreements between the NDE and the Subgrantee, or initiating such enforcement measures as are available to the NDE Agency, under applicable State or Federal law.

This **PRELIMINARY BINDING AGREEMENT** may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

SIGNATURES

Authorized Representative of Lead Agency:

Signature

Date

Print Name

Title

Authorized Representative of Subgrantee:

Signature

Date

Print Name

Title

PRELIMINARY BINDING AGREEMENT

**The State of Nevada Department of Education
and
Nye County School District
Preschool Development Grant (CFDA 84.419A)**

The Nye County School District (from this point forward referred to as **Subgrantee**) supports the Governor of Nevada and the Nevada Department of Education (NDE) with the United States Department of Education and the United States Department of Health and Human Services Preschool Development Grant Application for FY2014 and the development, enhancement and sustainability of Preschool Programs in the State of Nevada. This document should serve as the Subgrantee's commitment to work with the NDE Superintendent of Public Instruction, Dale Erquiaga, and Governor Brian Sandoval to increase participation of children in early childhood education programs funded in whole or part by the federal government, the state or local government, including without limitation, providing programs to underrepresented, disadvantaged and special populations in high need communities.

As required by the grant, this document will serve as a preliminary binding agreement, with a Scope of Work to be developed within 90-days after notice of grant award (NOGA). The Scope of Work will highlight conditions of the grant, milestones consistent with the Preschool Development Grant Application and will include all authorized signatures. In addition, all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants-Development Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485 will be applicable to this agreement.

This Preliminary Binding Agreement affirms the Subgrantee is familiar with the State's Preschool Development Grant Application and is supportive of and is committed to working on all applicable portions of the State Plan, will implement the Scope of Work consistent with the Budget, as approved within 90-days after the NOGA; and will comply with all of the terms of the Preschool Development Grants.

The Subgrantee understands the responsibility to assist NDE in implementing the tasks and activities described in the State's Preschool Development Grants application to: 1) Implement the Subgrantee Scope of Work, once developed and approved within 90 days of the NOGA; 2) make arrangements for High-Quality Preschool Programs to be provided by Early Learning Providers and appropriately monitor such entities; 3) Abide by the State's Budget; 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS"); 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants; 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS; 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and

any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws; 8) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs; 9) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education; 10) Minimize local administrative costs; and 11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

In assisting the Subgrantee in implementing tasks and activities described in the Preschool Development Grants, the NDE is committed to: 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Scope of Work; 2) Award in a timely manner the portion of Preschool Development Grants for Subgrantees; 3) Provide feedback on the Subgrantee's status updates, any interim reports, and project plans and products; 4) Keep the Subgrantee informed of the status of the State's Preschool Development Grants and seek input from the Subgrantee, where relevant to the portion of the State plan that the Subgrantee is implementing; 5) Facilitate coordination across Subgrantees necessary to implement the State Plan; 6) Identify sources of technical assistance for the project; and 7) Monitor Subgrantee's Implementation of High-Quality Preschool Programs.

As part of a collaborative effort, joint responsibilities include: 1) NDE and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application; 2) NDE and the Subgrantee will each appoint a key contact person for the Preschool Development Grants—Development Grant; 3) These key contacts from the NDE and the Subgrantee will maintain frequent communication to facilitate cooperation, consistent with the State Plan and governance structure; 4) NDE and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period; 5) NDE and Subgrantee personnel will negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications; 6) NDE and the Subgrantee will devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute; 7) The NDE and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and 8) NDE and the Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.


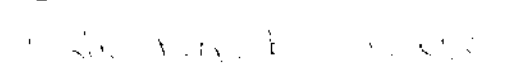

If NDE determines the Subgrantee is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the NDE will take appropriate enforcement action, which could include initiating a collaborative process by which the parties

attempt to resolve the disagreements between the NDE and the Subgrantee, or initiating such enforcement measures as are available to the NDE Agency, under applicable State or Federal law.

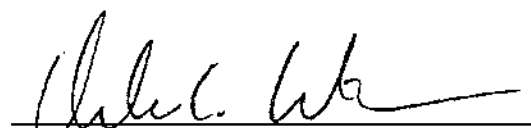
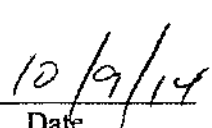
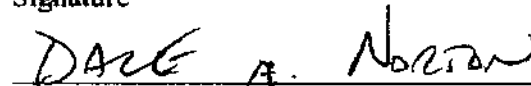

This **PRELIMINARY BINDING AGREEMENT** may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

SIGNATURES

Authorized Representative of Lead Agency:

	
Signature	Date
	
Print Name	Title

Authorized Representative of Subgrantee:

	
Signature	Date
	
Print Name	Title

PRELIMINARY BINDING AGREEMENT

**The State of Nevada Department of Education
and
Churchill County School District
Preschool Development Grant (CFDA 84.419A)**

The **Churchill County School District** (from this point forward referred to as **Subgrantee**) supports the Governor of Nevada and the Nevada Department of Education (NDE) with the United States Department of Education and the United States Department of Health and Human Services Preschool Development Grant Application for FY2014 and the development, enhancement and sustainability of Preschool Programs in the State of Nevada. This document should serve as the Subgrantee's commitment to work with the NDE Superintendent of Public Instruction, Dale Erquiaga, and Governor Brian Sandoval to increase participation of children in early childhood education programs funded in whole or part by the federal government, the state or local government, including without limitation, providing programs to underrepresented, disadvantaged and special populations in high need communities.

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This Preliminary Binding Agreement affirms the Subgrantee is familiar with the State's Preschool Development Grant Application and is supportive of and is committed to working on all applicable portions of the State Plan, will implement the Scope of Work consistent with the Budget, as approved within 90-days after the NOGA; and will comply with all of the terms of the Preschool Development Grants.

The Subgrantee understands the responsibility to assist NDE in implementing the tasks and activities described in the State's Preschool Development Grants application to: 1) Implement the Subgrantee Scope of Work, once developed and approved within 90 days of the NOGA; 2) make arrangements for High-Quality Preschool Programs to be provided by Early Learning Providers and appropriately monitor such entities; 3) Abide by the State's Budget; 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS"); 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants; 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS; 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and

any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws; 8) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs; 9) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education; 10) Minimize local administrative costs; and 11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

In assisting the Subgrantee in implementing tasks and activities described in the Preschool Development Grants, the NDE is committed to: 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Scope of Work; 2) Award in a timely manner the portion of Preschool Development Grants for Subgrantees; 3) Provide feedback on the Subgrantee's status updates, any interim reports, and project plans and products; 4) Keep the Subgrantee informed of the status of the State's Preschool Development Grants and seek input from the Subgrantee, where relevant to the portion of the State plan that the Subgrantee is implementing; 5) Facilitate coordination across Subgrantees necessary to implement the State Plan; 6) Identify sources of technical assistance for the project; and 7) Monitor Subgrantee's Implementation of High-Quality Preschool Programs.

As part of a collaborative effort, joint responsibilities include: 1) NDE and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application; 2) NDE and the Subgrantee will each appoint a key contact person for the Preschool Development Grants—Development Grant; 3) These key contacts from the NDE and the Subgrantee will maintain frequent communication to facilitate cooperation, consistent with the State Plan and governance structure; 4) NDE and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period; 5) NDE and Subgrantee personnel will negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications; 6) NDE and the Subgrantee will devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute; 7) The NDE and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and 8) NDE and the Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

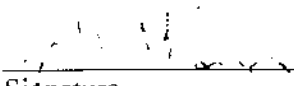
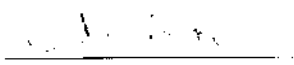
If NDE determines the Subgrantee is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the NDE will take appropriate enforcement action, which could include initiating a collaborative process by which the parties

attempt to resolve the disagreements between the NDE and the Subgrantee, or initiating such enforcement measures as are available to the NDE Agency, under applicable State or Federal law.

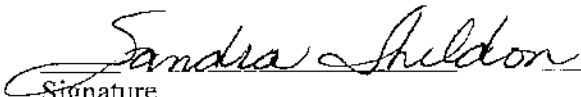

This **PRELIMINARY BINDING AGREEMENT** may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

SIGNATURES

Authorized Representative of Lead Agency:

 _____
Signature Date
 _____
Print Name Title

Authorized Representative of Subgrantee:

 10-6-14
Signature Date
 Superintendent
Print Name Title

PRELIMINARY BINDING AGREEMENT

**The State of Nevada Department of Education
and
Lyon County School District
Preschool Development Grant (CFDA 84.419A)**

The Lyon County School District (from this point forward referred to as **Subgrantee**) supports the Governor of Nevada and the Nevada Department of Education (NDE) with the United States Department of Education and the United States Department of Health and Human Services Preschool Development Grant Application for FY2014 and the development, enhancement and sustainability of Preschool Programs in the State of Nevada. This document should serve as the Subgrantee's commitment to work with the NDE Superintendent of Public Instruction, Dale Erquiaga, and Governor Brian Sandoval to increase participation of children in early childhood education programs funded in whole or part by the federal government, the state or local government, including without limitation, providing programs to underrepresented, disadvantaged and special populations in high need communities.

As required by the grant, this document will serve as a preliminary binding agreement, with a Scope of Work to be developed within 90-days after notice of grant award (NOGA). The Scope of Work will highlight conditions of the grant, milestones consistent with the Preschool Development Grant Application and will include all authorized signatures. In addition, all applicable Federal and State laws and regulations, including laws and regulations applicable to the Preschool Development Grants--Development Grant, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 86, 97, 98 and 99), and the debarment and suspension regulations in 2 CFR Part 3485 will be applicable to this agreement.

This Preliminary Binding Agreement affirms the Subgrantee is familiar with the State's Preschool Development Grant Application and is supportive of and is committed to working on all applicable portions of the State Plan, will implement the Scope of Work consistent with the Budget, as approved within 90-days after the NOGA; and will comply with all of the terms of the Preschool Development Grants.

The Subgrantee understands the responsibility to assist NDE in implementing the tasks and activities described in the State's Preschool Development Grants application to: 1) Implement the Subgrantee Scope of Work, once developed and approved within 90 days of the NOGA; 2) make arrangements for High-Quality Preschool Programs to be provided by Early Learning Providers and appropriately monitor such entities; 3) Abide by the State's Budget; 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS"); 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the Preschool Development Grants; 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS; 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and

any problems anticipated or encountered, consistent with applicable local, State, and Federal privacy laws; 8) Provide researchers with access, consistent with requirements of all applicable Federal, State, and local privacy laws, to available data regarding the enrollment and school readiness of Eligible Children in State Preschool Programs; 9) Implement culturally and linguistically responsive outreach and communication efforts to enroll isolated or hard-to-reach families; help families build protective factors; and engage parents and families as decision-makers in their children's education; 10) Minimize local administrative costs; and 11) Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into kindergarten.

In assisting the Subgrantee in implementing tasks and activities described in the Preschool Development Grants, the NDE is committed to: 1) Work collaboratively with the Subgrantee and support the Subgrantee in carrying out the Subgrantee's Scope of Work; 2) Award in a timely manner the portion of Preschool Development Grants for Subgrantees; 3) Provide feedback on the Subgrantee's status updates, any interim reports, and project plans and products; 4) Keep the Subgrantee informed of the status of the State's Preschool Development Grants and seek input from the Subgrantee, where relevant to the portion of the State plan that the Subgrantee is implementing; 5) Facilitate coordination across Subgrantees necessary to implement the State Plan; 6) Identify sources of technical assistance for the project; and 7) Monitor Subgrantee's Implementation of High-Quality Preschool Programs.

As part of a collaborative effort, joint responsibilities include: 1) NDE and the Subgrantee will implement the State Plan consistent with the description of the roles and responsibilities outlined in the State's application; 2) NDE and the Subgrantee will each appoint a key contact person for the Preschool Development Grants-Development Grant; 3) These key contacts from the NDE and the Subgrantee will maintain frequent communication to facilitate cooperation, consistent with the State Plan and governance structure; 4) NDE and Subgrantee personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period; 5) NDE and Subgrantee personnel will negotiate in good faith toward achieving the overall goals of the State's Preschool Development Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee's Scope of Work requires modifications; 6) NDE and the Subgrantee will devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute; 7) The NDE and the Subgrantee will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development; and 8) NDE and the Subgrantee will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant with existing services for preschool-aged children including, if applicable, programs and services supported through title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII-B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act.

If NDE determines the Subgrantee is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the NDE will take appropriate enforcement action, which could include initiating a collaborative process by which the parties

attempt to resolve the disagreements between the NDE and the Subgrantee, or initiating such enforcement measures as are available to the NDE Agency, under applicable State or Federal law.

This **PRELIMINARY BINDING AGREEMENT** may be amended only by written agreement signed by each of the parties involved, in consultation with ED and HHS.

SIGNATURES

Authorized Representative of Lead Agency:

<u>[Signature]</u>	<u>[Date]</u>
Signature	Date
<u>[Print Name]</u>	<u>[Title]</u>
Print Name	Title

Authorized Representative of Subgrantee:

<u>Keith Savage</u>	<u>10/6/14</u>
Signature	Date
<u>Keith Savage</u>	<u>Supt.- Lyon Co. S.D.</u>
Print Name	Title

PRELIMINARY BINDING AGREEMENT

**The State of Nevada Department of Education
and
United Way of Southern Nevada
Preschool Development Grant (CFDA 84.419A)**

The United Way of Southern Nevada (UWSN) (from this point forward referred to as **Subgrantee**) supports the Governor of Nevada and the Nevada Department of Education (NDE) with the United States Department of Education and the United States Department of Health and Human Services Preschool Development Grant Application for FY2014 and the development, enhancement and sustainability of Preschool Programs in the State of Nevada. This document should serve as the Subgrantee's commitment to work with the NDE Superintendent of Public Instruction, Dale Erquiaga, and Governor Brian Sandoval to increase participation of children in early childhood education programs funded in whole or part by the federal government, the state or local government, including without limitation, providing programs to underrepresented, disadvantaged and special populations in high need communities.

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This Preliminary Binding Agreement affirms the Subgrantee is familiar with the State's Preschool Development Grant Application and is supportive of and is committed to working on all applicable portions of the State Plan, will implement the Scope of Work consistent with the Budget, as approved within 90-days after the NOGA; and will comply with all of the terms of the Preschool Development Grants.

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attempt to resolve the disagreements between the NDE and the Subgrantee, or initiating such enforcement measures as are available to the NDE Agency, under applicable State or Federal law.

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SIGNATURES

Authorized Representative of Lead Agency:

Signature	_____	Date	_____
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Authorized Representative of Subgrantee:

(b)(6)	_____	10-1-14	_____
Signature	_____	Date	_____
Print Name	CASS PALMER	Title	PRESIDENT & CEO

PRELIMINARY BINDING AGREEMENT

The State of Nevada Department of Education And Community Service Agency Preschool Development Grant (CFDA 84.419A)

The Community Service Agency (CSA) (from this point forward referred to as **Subgrantee**) supports the Governor of Nevada and the Nevada Department of Education (NDE) with the United States Department of Education and the United States Department of Health and Human Services Preschool Development Grant Application for FY2014 and the development, enhancement and sustainability of Preschool Programs in the State of Nevada. This document should serve as the Subgrantee's commitment to work with the NDE Superintendent of Public Instruction, Dale Erquiaga, and Governor Brian Sandoval to increase participation of children in early childhood education programs funded in whole or part by the federal government, the state or local government, including without limitation, providing programs to underrepresented, disadvantaged and special populations in high need communities.

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SIGNATURES

Authorized Representative of Lead Agency:

Signature

Date

Print Name

Title

Authorized Representative of Subgrantee:

(b)(6)

Signature

Date

Cloyd Phillips, Executive Director

Print Name

9-30-14

Title

PRELIMINARY BINDING AGREEMENT

The State of Nevada Department of Education and State Public Charter School Authority Preschool Development Grant (CFDA 34.419A)

The State Public Charter School Authority (from this point forward referred to as *Subgrantee*) supports the Governor of Nevada and the Nevada Department of Education (NDE) with the United States Department of Education and the United States Department of Health and Human Services Preschool Development Grant Application for FY2014 and the development, enhancement and sustainability of Preschool Programs in the State of Nevada. This document should serve as the Subgrantee's commitment to work with the NDE Superintendent of Public Instruction, Dale Erquiaga, and Governor Brian Sandoval to increase participation of children in early childhood education programs funded in whole or part by the federal government, the state or local government, including without limitation, providing programs to underrepresented, disadvantaged and special populations in high need communities.

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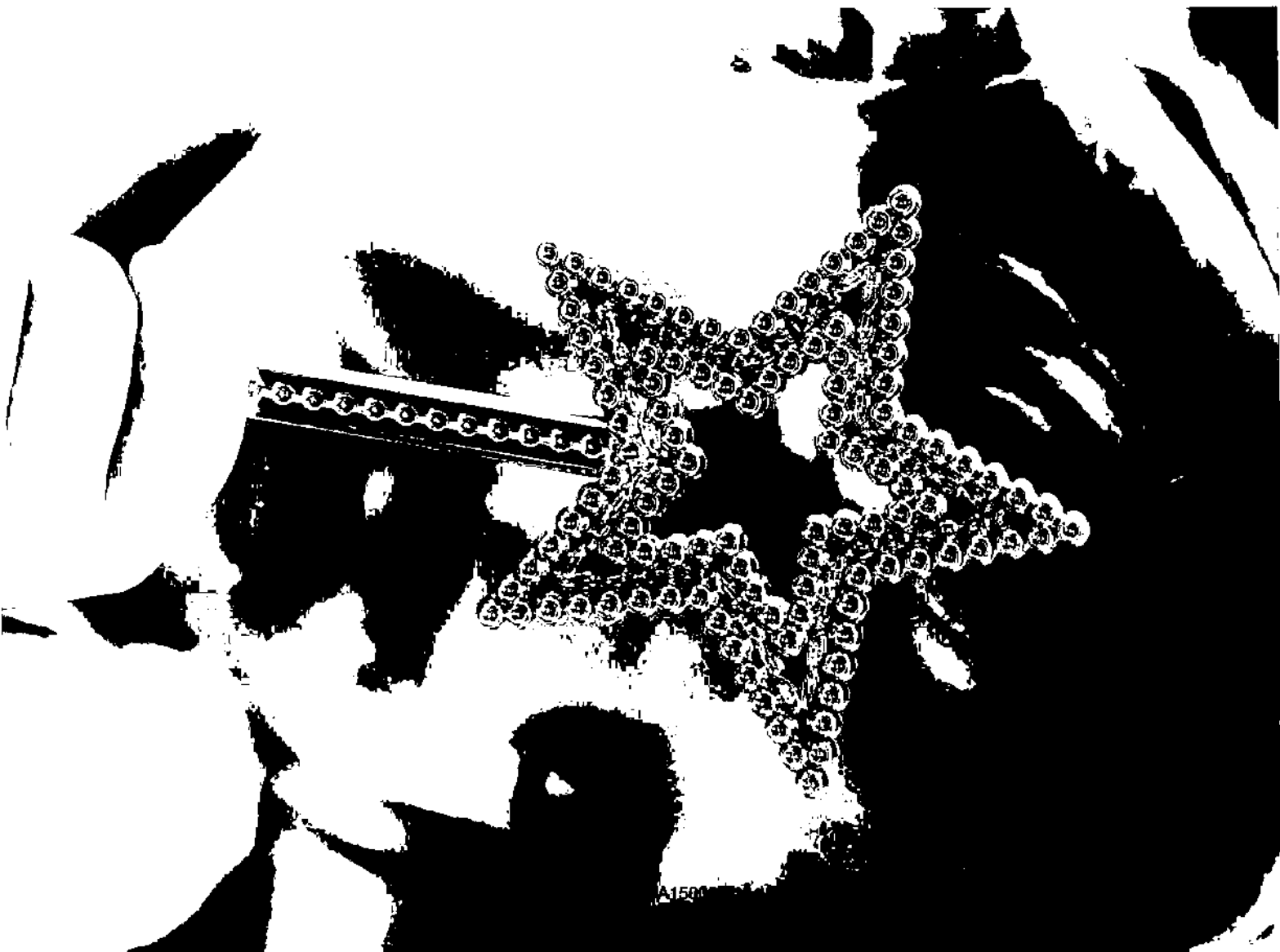
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Signature	_____	Date	_____
Print Name	_____	Title	_____

Authorized Representative of Subgrantee:

(b)(6)	_____	10/02/2014
Signature	_____	Date
Patrick J. Gavin	_____	Director, SPCSA
Print Name	_____	Title

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ARRA American Reinvestment and Recovery Act
CCDF Child Care and Development Fund
CCSSO Council of Chief State School Officers
CKA Core Knowledge Areas
CNAEA Consortium of National Arts Education Associations
CSN College of Southern Nevada
DEC Division for Early Childhood
DHHS Department of Health and Human Services
ECAC Early Childhood Advisory Council
ECSS Early Childhood Comprehensive System
ECE Early Care and Education
ELA Early Literacy Activities
ELG Early Learning Goals
GBC Great Basin College
ICC Interagency Coordinating Council
IDEA Individuals with Disabilities Education Act
IEP Individualized Educational Program
IM Institute of Medicine

IRA International Reading Association
K-12 Kindergarten through 12th Grade
NAEYC National Association for the Education of Young Children
NASPE National Association for Sports and Physical Education
NCTM National Council of Teachers of Mathematics
NDE Nevada Department of Education
NECTAC National Early Childhood Technical Assistance Center
NevAEYC Nevada Association for the Education of Young Children
NGA National Governors Association
NRC National Research Council
NIEER National Institute for Early Education Research
Pre-K Pre-Kindergarten
QRIS Quality Rating and Improvement System
TMCC Truckee Meadows Community College
UNLV University of Nevada, Las Vegas
UNR University of Nevada, Reno
WCSD Washoe County School District
WNC Western Nevada College

Nevada Pre-Kindergarten Content Standards Introduction

Welcome to the 2010 revised edition of the Nevada Pre-Kindergarten (Pre-K) Content Standards, which provides the framework for curriculum and instruction in all of Nevada's Pre-K classrooms. The revised standards include the content standards as well as resources and materials that were previously printed in the teacher and family guidebooks. The content standards are used for planning curriculum, assessing growth and development, and for sharing important information with families. This document is a joint effort supported by the Nevada Department of Education's (NDE) Office of Special Education, Elementary and Secondary Education, and School Improvement Programs, aligning with the Nevada K-12 Content Standards, as well as the Nevada Department of Health and Human Services (DHHS) and the Child Care and Development Fund (CCDF).

Recent information about children's development and learning underscores the importance of high-quality early education and care. Research has revealed overwhelming evidence that young children are learning from their earliest months and years. We know that high-quality educational experiences have a positive impact on learning in later years. In addition, research has shown that young children who live in circumstances that increase their risk of school failure are much more likely to be successful in school if they participate in high-quality early learning programs. As the nation looks to its future in a global society, especially to its need for an educated and skilled workforce, economists have also calculated the benefits of increased investments in early education. Their findings show a greater likelihood that young people will become economic and social contributors to society; that federal, state, and local governments will be able to reduce investments in remediation, incarceration, and welfare; and that a better-educated workforce will be able to support the nation's continuing economic growth (ProKNow 2009).

Purpose of the Pre-Kindergarten Standards

The Nevada Pre-K Standards describe appropriate outcomes for children at the end of their preschool experiences and entering kindergarten. Therefore, when reading the standards one should think in terms of the child's final learning outcome before entering kindergarten. The standards are guidelines to be used with all children in any early education setting, such as childcare centers, family childcare homes, Head Start, preschools and school district Pre-K programs. As the importance of early childhood education continues to grow, new initiatives and research are recognizing pre-kindergarten as a foundation of school success. This paradigm shift can be seen by the following recent collaborations and focus on early childhood. The current administration, US Department of Education and US Department of Health and Human Services have a new level of collaboration with an unprecedented level of attention on early childhood. They are encouraging states to make early childhood a priority through recent initiatives such as the American Reinvestment and Recovery Act (ARRA), Race to the Top, Early Learning Challenge Grants, Early Childhood Advisory Councils, and P-20 Councils.

P-20 can best be defined as a system in which education partners work together to align each level of education---preschool, elementary, middle school, high school, two-year and four-year colleges, and post-graduate education as well as workforce training. The P-20 initiatives are gaining in attention and identify the need to connect the early childhood and K-12 systems and, furthermore, to be a crucial link to school reform and school improvement.

The State of Nevada has a new focus and a commitment to providing high quality early childhood programs and services. This has led to a broader vision of an integrated P-3 system. The state's plans for a comprehensive P-3 system will link children's experiences in preschool with kindergarten and primary grades largely through; alignment of curricula, the development of Pre-K standards and ongoing joint professional development for principals and teachers. Nevada's Division of Early Childhood Education and other early childhood stakeholders have designated the creation of a P-3 system as a priority.

Research continues to focus on the importance of learning in the early years. Publications such as Eager to Learn, Preventing Reading Difficulties in Young Children, and From Neurons to Neighborhoods have detailed research that supports the importance of the early years in future student achievement. The No Child Left Behind legislation focuses on the need for accountability in supporting student achievement for all children. The standards movement in the U.S. has articulated key benchmarks for student achievement at each grade level Pre-K-12 in academic content areas. These standards have impacted the quality of educational programs and have improved student achievement across the country. The standards movement continues to move forward, with the majority of states now having Pre-K Standards; and more than half report having Infant-Toddler early learning guidelines.

Over the past few years, organizations such as the National Association for the Education of Young Children (NAEYC), the International Reading Association, and The National Council for the Teachers of Mathematics have provided forums and policy statements concerning the development of standards for Pre-K learning. Through the No Child Left Behind legislation and the Good Start, Grow Smart Initiative, programs supported by CCDF and NDE are linked through the development of standards. These standards are to be used in preschool programs supported and operated through NDE as well as child care programs supported through the CCDF.

The table below identifies a few of the benefits and pitfalls when implementing standards:

Pros to Early Learning Standards	Cons or "pitfalls" to AVOID
<ul style="list-style-type: none"> • Provide richness to teacher/adult conversations about children's growth and learning. • Can match standards to what we are doing in the classroom. • Can be linked to K-12 standards so that we are indeed contributing to school readiness. • Help identify next steps and transitions • Strategy for professionalizing the field • Help communicate across the grades, among teachers, and with the public. • Help us to have higher, developmentally appropriate expectations for children. • Result in authentic assessments that tie to standards • Provide accountability 	<ul style="list-style-type: none"> • May lead to teaching to the standards only in a cookie-cutter style curriculum. Then the uniqueness of early childhood education is lost. • They bring a pressure of accountability with the risk of a push-down in curriculum and inappropriate expectations for younger children. • Direct instruction is assumed as the only way to guarantee that standards are addressed. The children's learning in self-directed, exploratory ways is not trusted. • They can contribute to a "we/they" mentality between preschool and elementary teachers. • They take time for early educators to learn and work through, to figure out how to integrate into best practices. There is a need for reflection and interaction among colleagues in order to do so. • They can result in testing and other inappropriate assessment methods being used. • There is little money to support education and training of early educators in the standards and how best to use them.

(Grönlund, 2006)

A group of early childhood professionals representing Nevada from the Nevada Department of Education (NDE) and local school districts, Head Start and child care attended the U.S. Department of Education Early Childhood Educator Academy in Los Angeles in November 2002. This core group of professionals became the nucleus for the Steering Committee for the development of Nevada Pre-K State Standards. The Steering Committee met in December 2002 to design a framework and timeline for the development of Nevada's standards. The NDE and the Office of Early Care and Education (OECE) provided leadership and funding for this development process through CCDF quality funding. The committee collected and reviewed standards from other states, as well as Head Start standards and standards developed by CTB/McGraw-Hill.

The Steering Committee developed a list of stakeholders across the state to be invited to participate in the development and implementation of the Pre-K Standards. Invitations to attend the first meeting were sent out to over 150 early childhood educators representing:

<p>Childcare providers (for profit and non profit)</p> <p>Family childcare providers</p> <p>Nevada Department of Education Early Childhood</p> <p>Nevada Department of Education Early Childhood Special Education</p> <p>Nevada Council for K-12 Standards Committee members</p> <p>All school district superintendents and early childhood education representatives</p> <p>Kindergarten teachers</p> <p>Early Childhood Special Education teachers</p> <p>Community College Early Childhood faculty</p>	<p>Nevada Welfare Childcare Assistance staff</p> <p>Childcare Licensing staff</p> <p>Head Start</p> <p>Head Start Collaboration</p> <p>Tribal Head Start program staff</p> <p>Nevada Early Childhood Special Education Services staff</p> <p>Childcare Resource and Referral agencies</p> <p>Family to Family Connection</p> <p>University of Nevada - Reno Cooperative Extension</p> <p>University Early Childhood faculty</p>
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The participants were given copies of standards from other states to review as well as a copy of the Nevada Academic Standards and Indicators of Progress for Kindergarten. They identified the following content areas/domains: Language/Literacy; Physical Development/Health; Creative Arts; Science; Math; and Social Emotional/Social Studies.

Writing teams were divided into the content areas/domains and draft standards were developed, refined and reviewed. Diverse input from Nevada early childhood educators was collected through focus groups, written responses and e-mail. Focus groups were held in Las Vegas, Carson City, Elko, Ely and Reno. Input was reviewed by the Steering Committee. The Pre-K Standards were then finalized by the Steering Committee in December 2003.

Members of the original steering committee met in the fall 2009 to discuss the Nevada Pre-K Standards revision process. A workgroup, facilitated by NDE Early Childhood Education Consultant and the State Pre-K Standards Coordinator, was assigned to come up with a draft with the following goals:(1) design a user-friendly document that combines the valuable information and resources provided in the previous teacher and family guidebooks and standards in one comprehensive document; (2) Re-align the Pre-K Standards with appropriate K-12 revisions by working with NDE K-12 curriculum specialists to maintain linkages to kindergarten and the primary grades; and (3) Review documents from other states to come up with an appropriate format that will easily integrate and connect state infant-toddler early learning guidelines currently being developed. After completion, the draft was reviewed by the original steering committee and sent out to other early childhood professionals across the state for input and feedback via written responses and e-mail. The Revised Nevada Pre-K Standards were finalized by the Steering Committee in February 2010 and were adopted by the The Department Of Education in June 2010.

The Pre-K Content Standards are guidelines for teachers and other adults to use when developing learning experiences for young children that are grounded in the following guiding principles:

1. Children are Active Learners

Children are not passive learners. Instead, they learn through physical, social, and mental activities (Piaget & Inhelder, 1969; Bredekamp & Copple, 1997). Because children learn through firsthand actions with objects and things in their world, their learning occurs and is linked to the overall environment and their cultural experiences (Vygotsky, 1986).

As active learners, young children need opportunities to observe things and events in their here and now world, develop their own ideas, try them out, find out what happens, and come up with their own answers (Dewey, 1914; Glassman, 2001).

Play is how children find out about their world. All types of play manipulative play, play with games, rough-and-tumble play, and socio-dramatic play – provide children with opportunities to try things out, see what happens, and learn (Rubin, Bukowski & Parker, 1998).

Organizing children's learning spaces through centers of interest is a good way to help children learn. Centers are clearly marked, organized play and work areas with a theme. Centers encourage children to make decisions, learn new skills, practice skills previously gained, as well as interact with others.

Centers offer children and teachers a great deal of flexibility. Because they do so, centers may support the needs of the children, especially diverse learners. For example, the needs of children with physical disabilities can be accommodated by providing pathways, low tables, or other necessary adjustments. Those children who need privacy or less stimulation can be offered quiet, protected centers and spaces for active learning.

2. Development and Learning are Interrelated

Learning about oneself, developing social skills and achieving motivation are all part of intellectual development. Children's ideas about themselves affect not only interactions with others, but also how they understand themselves as learners (Ladd, 1990). In turn, children's intellectual abilities and their control over language are also linked to their social skills. Children who can use language well in social situations, or those who can understand another person's point of view, are more likely to be those with strong social skills.

Likewise, learning to write and read depends in great part on how children feel about themselves and their ability to achieve (Bandura, 1997). Children who believe they can learn, and expect to achieve, do so (Seefeldt, Denton, Galper & Younosa, 1999).

3. Growth and Learning are Sequential

Growth and learning move in a basic sequence (Berk, 2001). For instance, learning generally proceeds from the concrete to the abstract. The early years are when children learn best from concrete, firsthand experiences. These firsthand experiences will help children with their ability to express their ideas through drawing, painting, and verbal and written descriptions (Bredekamp & Copple, 1997; Piaget & Inhelder, 1969).

4. **Each Child is an Individual learner**

Each child is an individual. Each will grow, develop, and learn at his or her own pace. Because children's development is due to both biological maturity and the environment, the rate of their development and learning varies. Therefore, actual age is not the best sign of where a child should be developmentally.

Even though development and learning occur in an orderly way, development is often uneven. Some children will move ahead in language learning while being behind in physical or motor development. Others will demonstrate a skill one day and not repeat it for another month.

A child's genetic makeup may be related to healthy growth and development, but an environment that does not provide good nutrition or language experiences may slow down healthy growth. Severe disabilities affect normal growth and development as well. Children with disabilities may benefit more from early intervention than those without these disabilities.

5. **Development and Learning are Embedded in Culture**

Culture, the social context in which children learn, grow, and develop, is defined as the language, knowledge, beliefs, art, moral, laws, customs, and ways of living that are passed on to future generations (Cole, 1999). Social groups, the family, neighborhood, religious or ethnic groups within a society pass on their customs, values, or moral principles to the young.

Beginning at birth, the culture socializes children to become members of a society. But, children are not just products of the culture they grow in. As children grow, they may decide what to model from the cultural influences they are exposed to, shaping their cultural context over time (NRC & IM, 2001).

6. **Family Involvement is Necessary**

To develop a close attachment between young children and their families demands family involvement. Teachers should consider each child's unique circumstances, respect each family, and encourage involvement between families and preschools to help with a child's academic success and later school achievement (NRC, 2001a).

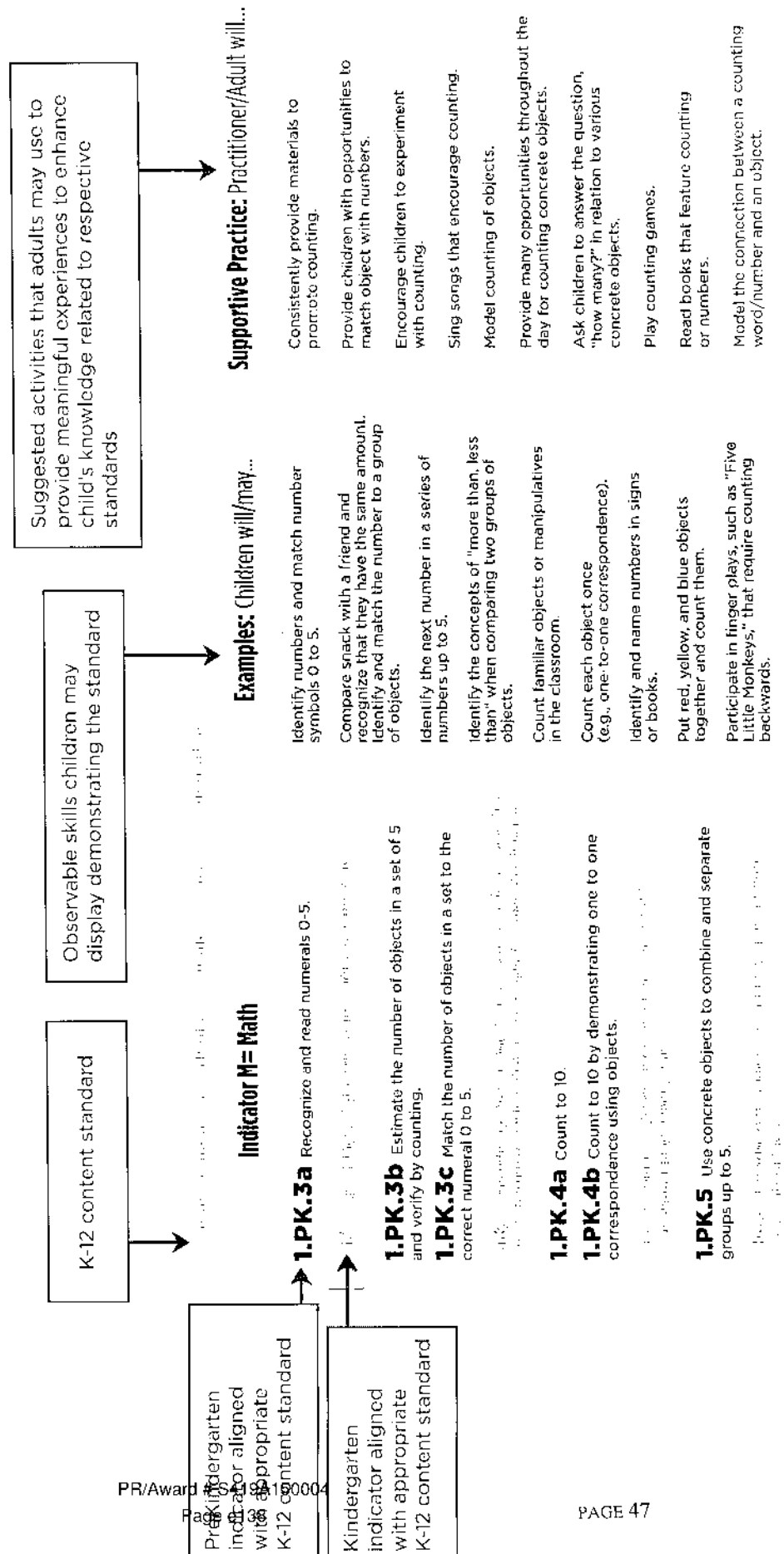
Family members and teachers must work together. Preschool experiences build on and extend what children learn at home. In turn, children's learning in school is extended and continued in the home.

7. **Children's Learning can be Clarified, Enriched, and Extended**

Appropriate early educational experiences can extend, expand, and clarify the ideas, concepts, language and social skills children gain spontaneously. With the guidance of highly knowledgeable, trained, and skilled adults who understand both children and what children need to know, children can learn more than they could on their own (Vygotsky, 1986).



The format of the revised Nevada Pre-K Standards has changed. The teacher and family guidebooks have been integrated into the Standards document. This revised version is more user-friendly, and has been developed to meet the needs of teachers, parents and Early Childhood Education (ECE) professionals. Science, Social Emotional/Social Studies, and Language and Early Literacy content standards have expanded content headings to align with the revised K-12 standards. The document is formatted such that the first column includes the Pre-K Content Standards, with the kindergarten standard listed and italicized below. The middle column lists the observable traits that children may perform in order to demonstrate their understanding of the standards. The last column suggests activities that will help teachers and parents provide meaningful experiences to enhance children's knowledge of the Pre-K Content Standards. The original standards included social emotional standards with social studies. The Social Studies and Social Emotional content standards are linked, and common strands of standards that relate to both are identified.

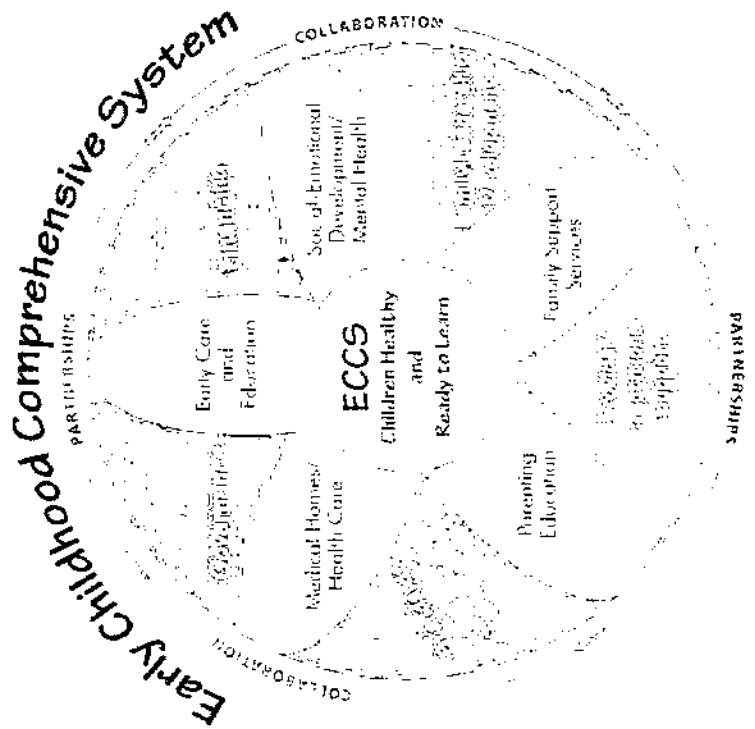




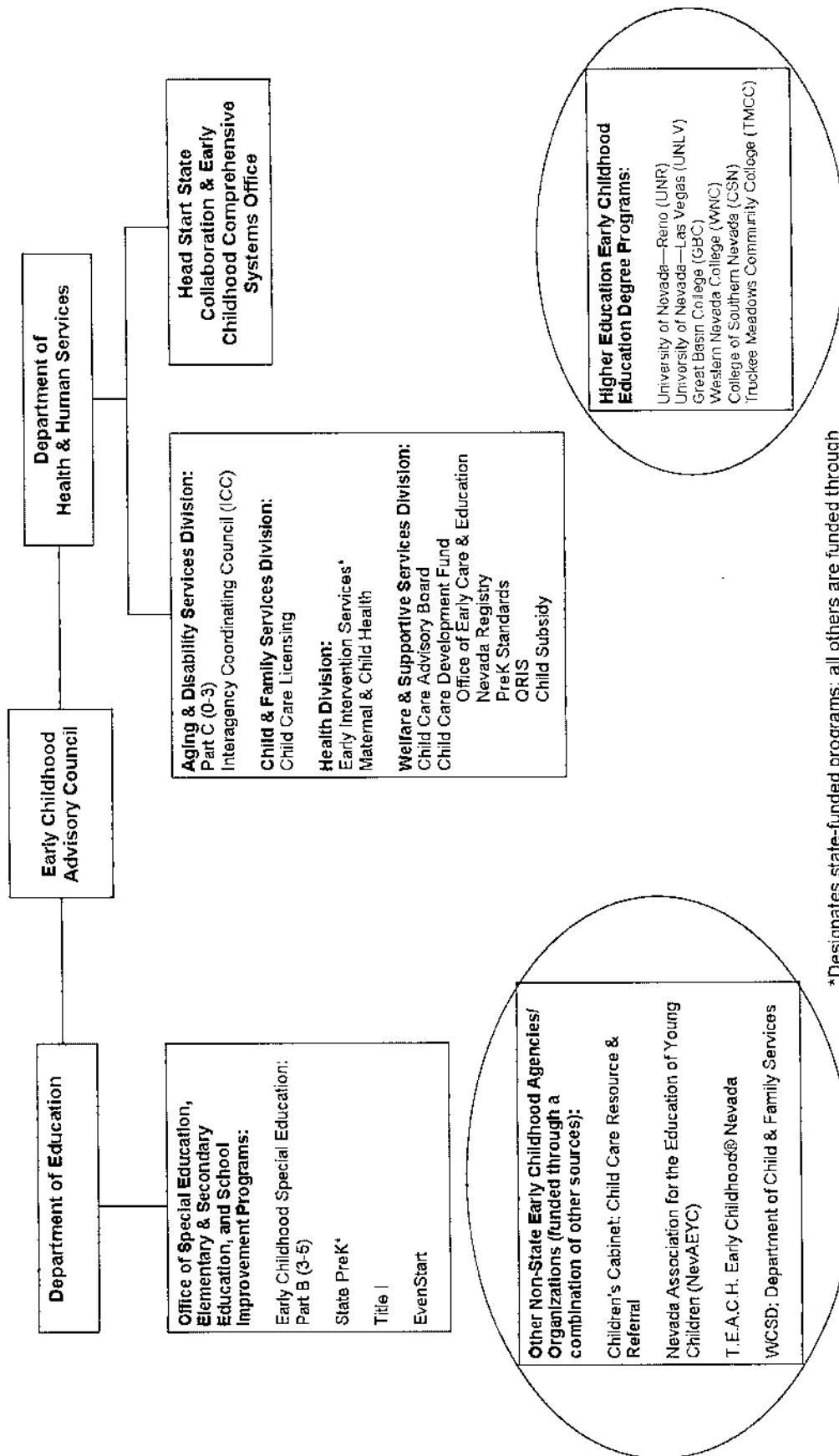
This is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) and is a significant and historic opportunity for states to collectively develop and adopt a core set of academic standards. Governors and state commissioners of education from 48 states and three territories committed to developing a common core of state standards in English-language arts and mathematics for grades K-12, which were finalized in early 2010. This initiative builds directly on recent efforts of leading organizations and states and ensures that those standards are evidence and research based. Nevada adopted those standards in August 2010. In addition, early childhood specialists across the country will be working directly with CCSSO in regard to appropriate implementation of and alignment with states' Pre-K Standards.

Due to limited resources, early childhood programs have traditionally operated in "silos" across the country depending on the variety of funding streams. In 2007, Congress approved legislation requiring each state to create or designate a "state advisory council" to build a statewide system of early education and care for children. As information about the importance of high-quality early education and care has grown, so, too, have federal, state and local government investments in early childhood programs. Therefore, these silos have developed separately with program-specific regulations, funding streams, delivery systems, eligibility requirements, professional development systems, and accountability measures. As programs grow in number and complexity, states and localities are challenged to create the greatest value for limited public dollars while expanding access and ensuring program quality to create the greatest benefit for young children (PreKNow 2009).

Efforts to develop an Early Childhood Advisory Council (ECAC) in Nevada were funded in part by a grant from the National Governors Association submitted last spring by Governor Gibbons' D.C. office. In September 2009, Governor Gibbons signed an executive order establishing Nevada's Early Childhood Advisory Council and empowering the DHHS Director's Office as the appointing authority. Nevada's ECAC consists of 13 members, including required representatives from the Head Start Act. The graph below represents the components of a comprehensive early childhood system, while the graph on the following page identifies all of the different agencies, programs, and funding streams that must work together to best serve young children and families in Nevada.



Nevada Early Childhood System




*Designates state-funded programs; all others are funded through federal funds and/or other sources.

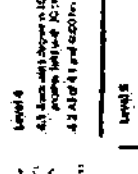
The Nevada Registry serves as a clearinghouse of information for the early childhood workforce in Nevada and is an integral part of the pathway helping to establish a professional development system in Nevada for the field of Early Care and Education (ECE). Serving as the sole approval entity for all informal, not-for-college-credit training offered in the state of Nevada, The Nevada Registry strives to raise the status of the ECE profession through support of professional growth and recognition, a standardized training approval system and the collection of valuable data on the ECE workforce.

The Nevada Registry has developed Core Knowledge Areas (CKA) and Competencies for ECE professionals as part of the growing professional development system in Nevada. The CKA and Competency levels support the framework of the Nevada Early Care and Education Professional Career Ladder and provide the foundation for the professional development system. They provide a roadmap for individual professional growth that becomes increasingly more specialized as higher levels of formal education are achieved. Completion of formal education in ECE results in advancement along the Career Ladder.

The CKA are also an important part of Nevada's training approval system and are reflected in all training that is approved by The Nevada Registry. This also includes Pre-K Standards trainings. Knowledge of the Pre-K Content Standards is also embedded within the Core Competencies. While the Pre-K Standards act as a guide for child outcomes, the Core Competencies focus on the preferred outcomes for the adults who care for young children. Research has long-established that early childhood teachers who have more formal education will provide more high quality learning environments (Whitebook, 2003). Early childhood classrooms that support best practices will provide experiences for young children that will meet the goals set forth in the Nevada Pre-K Standards.



Cultivating Your GROWTH



— 83.3 Professional —

Creating the Regional
 High-Performing Infrastructure
 and Education Enterprise

PROFESSIONAL
83.3 GROWTH
83.3 GROWTH
83.3 GROWTH

Children develop compassionate attitudes and understand different abilities when they are in inclusive classrooms with a diverse array of children including those with disabilities. Inclusion teaches children about differences and acceptance of others. Pre-K programs that include children with special needs in early childhood programs are seen as an example of best practice. Children need respectful teachers, and they need contact with children with different abilities (Derman-Sparks & Edwards, 2009).

Under the Individuals with Disabilities Education Act (IDEA), "To the maximum extent appropriate, children with disabilities, including children in public and private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily" 20 USC, Section 612 (a) (5).

Therefore, when an Individual Education Program (IEP) team is determining placement options, it is important that the team consider the general education classroom and determine what accommodations, modifications and supplementary aids and services are needed for the child's success in the general education setting as a first priority. Children should be given the opportunity to attend the school they would ordinarily attend in their home area or neighborhood with their age and grade peers in the general education classrooms, whenever possible. Best practice encourages pre-K teachers to incorporate adaptations into their daily routine to create a quality inclusive environment, which benefits both the children with disabilities and the typically developing children in the classroom.

A 2009 joint position statement of the Division for Early Childhood (DEC) and NAEYC defined inclusion as, "Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society." The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.

Researchers at the Early Childhood Research Institute on Inclusion identified eight categories of modifications and supports for successful preschool inclusion. They included:

Environmental support: altering the physical environment to increase participation.

Materials adaptation: modifying materials to promote independence.

Activity simplification: breaking down a complicated task into smaller parts or steps.

Child preferences: capitalizing on a child's favorite activities.

Special equipment: using adaptive devices to facilitate participation.

Adult support: employing direct adult intervention to support the child's efforts.

Peer support: utilizing classmates to help children learn by modeling.

Invisible support: arranging naturally occurring events to assist inclusion.

Resources and websites have been provided in the appendix to assist you in providing quality preschool education to all children and on adapting Nevada Pre-K Content Standards to include children of varying ability levels. If a child has an IEP, Pre-K teachers should always consult with parents and Early Childhood Special Education staff regarding specific goals and benchmarks, adaptations and modifications, and specially designed instruction to meet the individual needs of the child.





Culture, diversity and language are important issues in early childhood classrooms. Providing a classroom that is rich in language and that embraces the culture of the program is key to helping children develop positive culture identity (Derman-Sparks, Edwards, 2009). Young children begin to develop a greater understanding about themselves, their families and their communities in classrooms that foster this approach. Providing children with opportunities to learn about other cultures gives them experiences where they can learn about the similarities and the differences among them.

Modeling respect for each other, tolerance, and acceptance of different points of view helps young children to understand and promotes a true anti-bias classroom. Understanding and respecting others will help to develop a compassionate attitude.

Early childhood programs that model acceptance and respect of a child's native language will help them to feel more included in the classroom. A program that supports the use of a child's home language sends the message that their culture is important while exposing them to an enriched bilingual environment. Language barriers exist when we fail to provide support for children to be successful (Howes, 2009).

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Page



When you walk into a high-quality pre-kindergarten program, you immediately see that learning is taking place. Children are engaged in small groups reading books, building interesting structures with blocks, and determining what sinks and what floats at the water table. Teachers are asking questions, rewarding successes and guiding learning. The room has a sense of purpose, organization, and excitement.

High-quality Pre-K classrooms can be found in many settings: child care centers, schools, faith-based centers, and Head Start Programs. However, without a commitment from states to building and supporting high-quality systems, families often struggle to find well-designed programs that prepare their children for kindergarten, elementary school, and beyond.

Research shows that children who attend high-quality Pre-K programs perform better in school. They have more advanced language and math skills and enter kindergarten with an understanding of the classroom environment. The National Institute for Early Education Research (NIEER) has created a ten-point checklist that evaluates the quality of Pre-K programs nationwide. The key components of a high-quality program include:

Well-Educated Teachers: The professional development of teachers, both before they enter the classroom and once they are there, is intimately related to the quality of early-childhood programs. The most effective Pre-K teachers have earned bachelor's degrees and have additional, specialized training in early-childhood education. Once hired, Pre-K teachers who receive salaries and benefits comparable to K-12 teachers are incentivized to perform at a high level and to pursue continuing education. Highly educated and fairly compensated Pre-K teachers are more likely to develop strong, responsive, interpersonal relationships with their students, which affects each child's motivation to learn, social competence, and school achievement. Pre-K classroom aides should, at a minimum, have a child development associate credential, and both the teacher and aide should devote at least 15 hours per year to improving their skills through comprehensive, well-designed professional development opportunities.

Low Teacher-Child Ratios and Small Class Sizes: Young children learn best in small groups of no more than 20 children in which they can ask questions and receive individualized attention from the teacher. In such environments, children are more likely to initiate activities on their own. Teachers with fewer children to manage are less restrictive and controlling, are more supportive of each child's learning style, and have time to develop students' language skills, guide their social interactions, and encourage exploration and problem solving. A ratio of one teacher for every ten or fewer children is crucial to the success of everyone in the classroom.

Research-Based Curriculum Aligned to K-12 Standards: A thorough but flexible curriculum helps teachers organize daily learning activities. While no one curriculum has been identified as best, high-quality Pre-K programs are consistently built around curricula with specific goals that integrate learning across all aspects of a child's development: cognitive, physical, social, and emotional. Superior curricula provide a variety of daily opportunities for language and reasoning, science, math, block play, dramatic play, art, and music. Each day, children have occasion to participate in whole class activities, small groups, and individual interactions with the teacher. In this way, a strong curriculum provides opportunities for each child to reinforce individual strengths and cultivate new skills and enables teachers to meet the realities of diverse languages and cultural groups.

Engaged Families: Parents and extended family members are an integral part of any high-quality Pre-K program. The most common component of family engagement is direct communication with classroom teachers. Through parent conferences, home visits, and regular reports, families and teachers can exchange information about a child's strengths and successes, favorite activities, and learning progress. In addition, high-quality programs encourage even more family involvement and a variety of avenues for that participation are typically available. These might include opportunities to: serve on a governing board or committee, assist in the classroom, help with field trips, or share expertise. Most importantly, high-quality Pre-K programs respect the role of families as a child's first and most important teacher and support efforts toward greater learning at home.

Focus on the Whole Child and Family: Children cannot learn when their basic needs are unmet or when special needs go undiagnosed. If a child is undernourished, cannot see the pictures in a book or hear what is said to them, learning cannot take place. High-quality Pre-K programs should screen children's vision, hearing, and general health in order to identify problems and make appropriate referrals early. Pre-K programs should offer children breakfast and/or lunch in order to ensure proper nutrition. When needed, families should be given access to social services or information about nutrition, parenting, and family support. For such support services to be effective, it is crucial that they be administered by trained professionals and not be solely the responsibility of teachers who may lack the necessary expertise, extra time, and specialized resources (www.PreKNow.org, 2010).

Research confirms that children's readiness for school is multi-faceted, encompassing the whole range of physical, social, emotional and cognitive skills that children need to thrive. Recent neuro-scientific research strongly supports the belief that young children's learning before they enter formal education is an essential foundation for later school success. Increasingly, state policy makers across the country are addressing readiness for school by improving the learning opportunities for young children before they enter school, particularly those who are enrolled in early care and education programs. In addition, many children require necessary family health support to thrive developmentally. Despite widespread agreement on the importance of school readiness, the nation has struggled to define what being "ready for school" means. The National Education Goals Panel brought together a group of early childhood experts to provide a conceptual framework for readiness, and recommend how readiness should be assessed. Based upon this group's work, the Goals Panel adopted the following five domains of children's early development and learning that must be considered when defining school readiness: **Health and Physical Development; Emotional Well Being and Social Competence (Social/Emotional); Approaches to Learning; Communicative Skills; and Cognition and General Knowledge.**

The five domains, as identified by the National Goals Panel, are listed below. They are coded and aligned with the Nevada K-12 Content Standards. For cross-linking and individual identification purposes, the following key and letter codes should be used along with the specific numbering system used to identify the specific standard. For example, a coding of M1.PK.5 would be the code for Math Standard 1: Numbers, Number Sense & Computation; Indicator 1.PK.5- Use concrete objects to combine and separate groups up to 5; which aligns to Kindergarten Standard 1.K.5. Nevada Pre-K Content Standards can be cross-referenced across domains as they have been aligned with all appropriate K-12 Standards.

Cognitive Development: Math & Science

- N- Nature of Science
- E- Earth Science
- P- Physical Science
- L- Life Science
- M- Math

Language Development & Communication

- ELA- English Language Arts/ Language & Literacy
- WA- Word Analysis
- RS- Reading Strategies
- ET- Literary Text
- ET- Expository Text
- EW- Effective Writing
- TW- Types of Writing
- LS- Listening
- S- Speaking

Social Studies/Social Emotional Development

- G- Geography
- H- History
- Ec- Economics
- C- Civics
- SE- Social Emotional

Health & Physical Development

- PD- Physical Development
- He- Health

Approaches to Learning: Creative Expression

- VA- Visual Arts
- MM- Music & Movement
- D- Dramatic Play
- CT- Creative Thinking



This revision of the Nevada Pre-Kindergarten Standards has been revised to include the school readiness domains as identified in the previous paragraph above while also maintaining alignment with the Nevada K-12 Standards as indicated in the following table:

Nevada Pre-Kindergarten Standards	Nevada K-12 Standards	Nevada Pre-Kindergarten Standards
<p>Language Development & Communication</p> <ul style="list-style-type: none"> Communicating & Understanding Pre-Reading Pre-Writing 	<p>English Language Arts (ELA)</p> <ul style="list-style-type: none"> Word Analysis (WA) Reading Strategies (RS) Literary Text (LT) Expository Text (ET) 	<p>Language Development & Communication</p> <ul style="list-style-type: none"> Communicating & Understanding Pre-Reading Pre-Writing
<p>Physical Development & Health</p> <ul style="list-style-type: none"> Coordinate Movements Gross Motor Coordination Fine Motor Control Health 	<p>Physical Development (PD)</p> <ul style="list-style-type: none"> Development of Motor Skills Coordination Non-motor Skills Cardiorespiratory Health 	<p>Physical Development & Health</p> <ul style="list-style-type: none"> Coordinate Movements Gross Motor Coordination Fine Motor Control Health
<p>Personal & Social/Emotional</p> <ul style="list-style-type: none"> Developing Sense of Self and Others Emotional Expression Pro-Social Behaviors Self Regulation & Self Control Skills 	<p>Social Emotional (SE)</p> <ul style="list-style-type: none"> Self-Confidence Self-Direction Identification & Expression of Feelings Interaction with Other Children & Adults Pro-Social Behaviors Attending & Focusing Skills 	<p>Personal & Social/Emotional</p> <ul style="list-style-type: none"> Developing Sense of Self and Others Emotional Expression Pro-Social Behaviors Self Regulation & Self Control Skills
<p>Language Development & Communication</p> <ul style="list-style-type: none"> Communicating & Understanding Pre-Reading Pre-Writing 	<p>English Language Arts (ELA)</p> <ul style="list-style-type: none"> Word Analysis (WA) Reading Strategies (RS) Literary Text (LT) Expository Text (ET) 	<p>Language Development & Communication</p> <ul style="list-style-type: none"> Communicating & Understanding Pre-Reading Pre-Writing
<p>Physical Development & Health</p> <ul style="list-style-type: none"> Coordinate Movements Gross Motor Coordination Fine Motor Control Health 	<p>Physical Development (PD)</p> <ul style="list-style-type: none"> Development of Motor Skills Coordination Non-motor Skills Cardiorespiratory Health 	<p>Physical Development & Health</p> <ul style="list-style-type: none"> Coordinate Movements Gross Motor Coordination Fine Motor Control Health
<p>Personal & Social/Emotional</p> <ul style="list-style-type: none"> Developing Sense of Self and Others Emotional Expression Pro-Social Behaviors Self Regulation & Self Control Skills 	<p>Social Emotional (SE)</p> <ul style="list-style-type: none"> Self-Confidence Self-Direction Identification & Expression of Feelings Interaction with Other Children & Adults Pro-Social Behaviors Attending & Focusing Skills 	<p>Personal & Social/Emotional</p> <ul style="list-style-type: none"> Developing Sense of Self and Others Emotional Expression Pro-Social Behaviors Self Regulation & Self Control Skills
<p>Language Development & Communication</p> <ul style="list-style-type: none"> Communicating & Understanding Pre-Reading Pre-Writing 	<p>English Language Arts (ELA)</p> <ul style="list-style-type: none"> Word Analysis (WA) Reading Strategies (RS) Literary Text (LT) Expository Text (ET) 	<p>Language Development & Communication</p> <ul style="list-style-type: none"> Communicating & Understanding Pre-Reading Pre-Writing



Executive Order 2013-16

**AUTHORIZING THE RELOCATION OF THE HEAD START STATE
COLLABORATION AND EARLY CHILDHOOD SYSTEMS OFFICE
TO THE NEVADA DEPARTMENT OF EDUCATION**

WHEREAS, research has shown that children enrolled in preschool education programs receive significant positive benefits to their cognitive, social, emotional and physical development, obtain higher achievement test scores, have lower rates of special education placement and grade repetition and are more likely to graduate; and

WHEREAS, the Head Start State Collaboration and Early Childhood Systems Office (HSC & ECSO) operates through federal and state funding to promote early education and school-readiness for economically disadvantaged children by enhancing their social and cognitive development and by providing educational, health, nutritional, social and other services for children and their families; and

WHEREAS, in furtherance of promoting the goals and objectives of the federal Head Start Program and to develop a more coordinated state-level system to ensure school readiness for Nevada's children, Governor Gibbons created the Nevada Early Childhood Advisory Council by executive order on September 11, 2009, thereafter continued by the executive order of Governor Sandoval on July 14, 2011, and subsequently established by the passage of A.B. 79 during the 2013 Nevada Legislative Session; and

WHEREAS, the Nevada Early Childhood Advisory Council is tasked with identifying, developing, strengthening and facilitating a coordinated effort among various state sectors to provide high-quality early learning programs, opportunities and community support programs to ensure the long-term success of Nevada's children and its communities; and

WHEREAS, it is in the best interest of the State of Nevada to realign, relocate and/or transfer certain offices currently operating within the Nevada Department of Education and the Nevada Department of Health and Human Services for the purpose of promoting, facilitating and furthering the goals and objectives for improving early childhood learning and development; and

WHEREAS, Article 5, Section 1 of the Nevada Constitution provides that, "The supreme executive power of this State, shall be vested in a Chief Magistrate who shall be Governor of the State of Nevada."

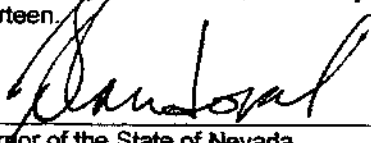
NOW, THEREFORE, by the authority vested in me as Governor by the Constitution and laws of the State of Nevada, I hereby direct and order as follows:

1. The Head Start State Collaboration and Early Childhood Systems Office (HSC & ECSO) and the Office of Early Child Care and Education (OECE), currently operating under the direction and control of the Nevada Department of Health and Human Services, shall be transferred to, and realigned with, the Nevada Department of Education, Division of Early Learning and Development. The Nevada Department of Education shall maintain administrative, policy and operational authority for the OECE, including staffing and contracts;
2. The Nevada Department of Health and Human Services shall continue to maintain and manage the Child Care Development Fund, and shall provide sub-grants to the Nevada Department of Education and OECE;

3. The Nevada Early Childhood Advisory Council (NECAC), as established by A.B. 79, shall act as an advisory body to the State Superintendent of Public Instruction, who may present any NECAC findings and recommendations concerning all things related to the Nevada's Early Childhood Comprehensive System to the Office of the Governor.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Nevada to be affixed at the State Capitol in Carson City, this tenth day of October, in the year two thousand thirteen.




Governor of the State of Nevada

By the Governor:


Secretary of State


Deputy Secretary of State

[Rev. 11/21/2013 11:28:03 AM--2013]

CHAPTER 400 - P-20W ADVISORY COUNCIL

<u>NRS 400.010</u>	Definitions.
<u>NRS 400.015</u>	"Council" defined.
<u>NRS 400.020</u>	"System" defined.
<u>NRS 400.025</u>	Legislative declaration.
<u>NRS 400.030</u>	Creation; membership; terms; vacancies.
<u>NRS 400.035</u>	Meetings; compensation of members; administrative support and other assistance.
<u>NRS 400.040</u>	Powers and duties.
<u>NRS 400.045</u>	Annual report.

NRS 400.010 Definitions. As used in this chapter, unless the context otherwise requires, the words and terms defined in NRS 400.015 and 400.020 have the meanings ascribed to them in those sections.
(Added to NRS by 2007, 3155)

NRS 400.015 "Council" defined. "Council" means the P-20W Advisory Council created by NRS 400.030.
(Added to NRS by 2007, 3155)

NRS 400.020 "System" defined. "System" means the Nevada System of Higher Education.
(Added to NRS by 2007, 3155)

NRS 400.025 Legislative declaration. The Legislature hereby finds and declares that:

1. The Board of Regents of the University of Nevada was created by the Nevada Constitution and empowered to control and manage the affairs of the Nevada System of Higher Education.
2. Matters relating to education are vitally important to the future of the State of Nevada, its economy and the general welfare of its residents. In light of the growing enrollments in Nevada's system of public elementary and secondary education and Nevada's system of public higher education, it is important that the Nevada Legislature, the Board of Regents, the State Board and the Executive Branch of the State Government work together as partners in developing a needed public agenda to advance education in this State.
3. The development of an agenda to advance education should be carried out with a view toward seeking input from all parties who have a stake in the advancement of education in this State.
4. Coordination between elementary, secondary and higher education must be strengthened to ensure that pupils in the 12th grade are prepared adequately to make the transition from secondary education to higher education or to careers. To this end, a body should be established to coordinate education from the level of preschool through the completion of a bachelor's degree, to be known as the P-20W Advisory Council.
(Added to NRS by 2007, 3155)

NRS 400.030 Creation; membership; terms; vacancies.

1. The P-20W Advisory Council, consisting of 11 voting members, is hereby created to assist in the coordination between early childhood education programs, K-12 public education, postsecondary education and the workforce in this State. The Chancellor of the System, the Superintendent of Public Instruction and the Director of the Department of Employment, Training and Rehabilitation serve as ex officio nonvoting members of the Council.
2. The Governor shall appoint five members to the Council as follows:
 - (a) One representative of higher education in this State.
 - (b) One representative of elementary and secondary education in this State.
 - (c) One representative of private business in this State.
 - (d) One member who is a parent of a pupil enrolled in a public school in this State or of a student enrolled in the System. The parent must not be employed by the board of trustees of a school district, the governing body of a charter school or the System.
 - (e) One person who possesses knowledge of and experience in early childhood education programs and services for children in this State from birth through prekindergarten.
3. The Majority Leader of the Senate and the Speaker of the Assembly shall each appoint two members to the Council as follows:
 - (a) One member of the House of the Legislature that he or she represents.
 - (b) One person who meets the qualifications of paragraph (a), (b), (c) or (e) of subsection 2.
4. The Minority Leader of the Senate and the Minority Leader of the Assembly shall each appoint one member to the Council who is a member of the general public.

5. The members of the Council shall elect a Chair and a Vice Chair from among the members of the Council. After the initial term, the Chair and Vice Chair serve in the office for a term of 2 years beginning July 1 of each odd-numbered year. If a vacancy occurs in the office of Chair or Vice Chair, the members of the Council shall elect a member to fill the vacancy to serve for the remainder of the unexpired term of that office.

6. After the initial terms, each member of the Council serves a term of 3 years commencing on July 1 of the year of appointment. Such members may be reappointed for one additional term. A vacancy on the Council must be filled for the remainder of the unexpired term in the same manner as the original appointment. Each member of the Council continues in office until his or her successor is appointed.

7. Any member who is absent from two consecutive meetings of the Council without permission of the Chair:

(a) Forfeits his or her office; and

(b) Must be replaced as provided in subsection 6 for the filling of a vacancy before the end of a term.

(Added to NRS by 2007, 3156; A 2013, 475)

NRS 400.035 Meetings; compensation of members; administrative support and other assistance.

1. The Council shall meet at least once each calendar quarter and as frequently as necessary to afford the general public, representatives of governmental agencies and representatives of organizations an opportunity to present information and recommendations relating to the coordination between elementary, secondary and postsecondary education, including, without limitation, the Nevada Youth Legislature created by NRS 385.515 and the Advisory Council on Parental Involvement and Family Engagement established by NRS 385.610.

2. The Council shall comply with the provisions of chapter 241 of NRS.

3. For each day or portion of a day during which the members of the Council attend a meeting of the Council or are otherwise engaged in the business of the Council:

(a) The members who are Legislators are entitled to receive the compensation provided for a majority of the members of the Legislature during the first 60 days of the preceding regular session plus the per diem allowance provided for state officers and employees generally and the travel expenses provided pursuant to NRS 218A.655, payable from the Legislative Fund.

(b) The members who are appointed by the Majority Leader of the Senate, the Speaker of the Assembly, the Minority Leader of the Senate and the Minority Leader of the Assembly who are not Legislators are entitled to receive the per diem allowance and travel expenses provided for state officers and employees generally, payable from the Legislative Fund.

(c) The members who are appointed by the Governor are entitled to receive the per diem allowance and travel expenses provided for state officers and employees generally, payable as other claims against the State are paid.

4. The Office of the Governor shall provide:

(a) Administrative support;

(b) Equipment; and

(c) Office space,

→ as is necessary for the Council to carry out its duties.

5. The Board of Regents of the University of Nevada and the Department shall provide technical assistance to the Council upon the request of the Chair.

(Added to NRS by 2007, 3157; A 2009, 255)

NRS 400.040 Powers and duties.

1. The Council shall address:

(a) Methods to increase the number of students who enroll in programs at the System to become teachers, including, without limitation, financial aid programs for students enrolled in those programs.

(b) Methods to ensure the successful transition of children from early childhood education programs to elementary school, including, without limitation, methods to increase parental involvement.

(c) Methods to ensure the successful transition of pupils from:

(1) Elementary school to middle school;

(2) Middle school to high school; and

(3) High school to postsecondary education or the workforce, or both,

→ including, without limitation, methods to increase parental involvement.

(d) Methods to ensure that the course work, standards and assessments required of pupils in secondary schools is aligned with the workload expected of students at the postsecondary level.

(e) Methods to ensure collaboration among the business community, members of the academic community and political leaders to set forth a process for developing strategies for the growth and diversification of the economy of this State.

(f) Policies relating to workforce development, employment needs of private employers and workforce shortages in occupations critical to the education, health and safety of the residents of this State.

(g) The development and oversight of a statewide longitudinal data system that links data relating to early childhood education programs and K-12 public education with data relating to postsecondary education and the workforce in this State.

(h) A plan for collaborative research using data from the statewide longitudinal data system developed pursuant to paragraph (g), including, without limitation, research that assesses:

(1) The efficiency and effectiveness of the use of state resources to improve the readiness of pupils in this State for postsecondary education and the workforce;

(2) The effectiveness of the preparation of teachers and administrators in this State; and

(3) The return on investment of educational and workforce development programs paid for by this State.

(i) Other matters within the scope of the Council as determined necessary or appropriate by the Council.

2. The Council may:

(a) Establish committees to assist the Council in carrying out its duties.

(b) Apply for any available grants and may accept any gifts, grants and donations from any source to assist the Council in carrying out its duties.

(Added to NRS by 2007, 3157; A 2013, 476)

NRS 400.045 Annual report. On or before June 30 of each year, the Council shall submit a written report of its activities and any recommendations to the:

1. Board of Regents of the University of Nevada;

2. State Board;

3. Director of the Legislative Counsel Bureau for transmittal to the next regular session of the Legislature;

4. Legislative Committee on Education; and

5. Governor.

(Added to NRS by 2007, 3158)

ASSEMBLY BILL NO. 79—COMMITTEE ON
HEALTH AND HUMAN SERVICES

(ON BEHALF OF THE LEGISLATIVE COMMITTEE
ON EDUCATION)

PREFILED FEBRUARY 1, 2013

Referred to Committee on Health and Human Services

SUMMARY—Revises provisions relating to early childhood
education programs. (BDR 38-199)

FISCAL NOTE: Effect on Local Government: No.
Effect on the State: Yes.

EXPLANATION Matter in *bolded italics* is new; matter between brackets [~~omitted material~~] is material to be omitted.

AN ACT relating to children; providing for the establishment by
statute of the Early Childhood Advisory Council;
prescribing the membership and duties of the Council;
and providing other matters properly relating thereto.

Legislative Counsel's Digest:

1 The Nevada Early Childhood Advisory Council was created by an executive
2 order of the Governor on September 11, 2009, and was continued by executive
3 order on July 14, 2011. By the terms of the executive order signed on July 14,
4 2011, the Council will cease to exist on July 31, 2013. **This bill** statutorily provides
5 for the establishment of the Early Childhood Advisory Council by the Director of
6 the Department of Health and Human Services. This bill also sets forth the
7 membership of the Council, which must be appointed by the Director and include:
8 (1) one member who is a representative of the Department of Education; (2) one
9 member who is a representative of a nonprofit organization located in southern
10 Nevada that provides early childhood education programs; (3) one member who is
11 a representative of a nonprofit organization located in northern Nevada that
12 provides early childhood education programs; and (4) such other members as the
13 Director determines appropriate. The statutory Council has substantially the same
14 duties as the Council created by executive order but must also establish, in
15 cooperation with the State Board of Education, guidelines for evaluating the school
16 readiness of children.



THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN
SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

1 **Section 1.** Chapter 432A of NRS is hereby amended by
2 adding thereto a new section to read as follows:

3 1. *The Director shall establish the Early Childhood Advisory*
4 *Council within the Department. The membership of the Council*
5 *must be appointed by the Director and include, without limitation:*

6 (a) *One member who is a representative of the Department of*
7 *Education;*

8 (b) *One member who is a representative of a nonprofit*
9 *organization located in southern Nevada that provides early*
10 *childhood education programs;*

11 (c) *One member who is a representative of a nonprofit*
12 *organization located in northern Nevada that provides early*
13 *childhood education programs; and*

14 (d) *Such other members as the Director determines are*
15 *appropriate.*

16 2. *The Council shall:*

17 (a) *Work to strengthen state-level coordination and*
18 *collaboration among the various sectors and settings of early*
19 *childhood education programs.*

20 (b) *Conduct periodic statewide assessments of needs relating to*
21 *the quality and availability of programs and services for children*
22 *who are in early childhood education programs.*

23 (c) *Identify opportunities for and barriers to coordination and*
24 *collaboration among early childhood education programs funded*
25 *in whole or in part by the Federal Government, the State or a local*
26 *government.*

27 (d) *Develop recommendations for:*

28 (1) *Increasing the participation of children in early*
29 *childhood education programs funded in whole or in part by the*
30 *Federal Government, the State or a local government, including,*
31 *without limitation, providing information on such programs to*
32 *underrepresented and special populations;*

33 (2) *The establishment or improvement of core elements of*
34 *the early childhood system in this State, including, without*
35 *limitation, a statewide unified system for collecting data relating to*
36 *early childhood education programs;*

37 (3) *A statewide professional development system for*
38 *teachers engaged in early childhood education; and*

39 (4) *The establishment of statewide standards for early*
40 *childhood education programs in this State.*



1 (e) Assess the capacity and effectiveness of institutions of
2 higher education in this State in developing teachers in the field
3 of early childhood education.

4 (f) Establish, in cooperation with the State Board of
5 Education, guidelines for evaluating the school readiness of
6 children. The guidelines must:

7 (1) Be based on national school readiness indicators;

8 (2) Address the following components of school readiness:

9 (I) Physical and developmental health;

10 (II) Social and emotional development;

11 (III) Approaches to learning;

12 (IV) Language and early literacy development; and

13 (V) Cognition and general knowledge.

14 (g) Develop recommendations for increasing parental
15 involvement and family engagement in early childhood education
16 programs.

17 (h) Perform such other duties relating to early childhood
18 education programs as designated by the Director.

19 3. The Council may accept gifts, grants and donations from
20 any source for the support of the Council in carrying out the
21 provisions of this section.

22 **Sec. 2.** On or before February 1, 2015, the Early Childhood
23 Advisory Council established pursuant to section 1 of this act shall
24 prepare and submit a report to the Director of the Legislative
25 Counsel Bureau for transmittal to the 78th Session of the Nevada
26 Legislature on the work of the Council relating to the duties of the
27 Council set forth in section 1 of this act.

28 **Sec. 3.** Notwithstanding the provisions of section 1 of this act,
29 the Nevada Early Childhood Advisory Council created by the
30 Governor by executive order on September 11, 2009, and continued
31 by executive order on July 14, 2011, shall be deemed to be the Early
32 Childhood Advisory Council required to be established by the
33 Director of the Department of Health and Human Services pursuant
34 to section 1 of this act until the Director appoints the members of the
35 Advisory Council pursuant to subsection 1 of section 1 of this act.

36 **Sec. 4.** This act becomes effective upon passage and approval.



Finance Committee upon the recommendation of the Governor as follows:

(a) A total of \$54,870 in both Fiscal Year 2013-2014 and Fiscal Year 2014-2015 for successful completion of the National Board Teacher Certification Program;

(b) A total of \$668,742 in both Fiscal Year 2013-2014 and Fiscal Year 2014-2015 for Counselor National Board Certification;

(c) A total of \$449,142 in both Fiscal Year 2013-2014 and Fiscal Year 2014-2015 for LEA library books;

(d) A total of \$1,837,241 in both Fiscal Year 2013-2014 and Fiscal Year 2014-2015 for educational technology;

(e) A total of \$3,343,822 in both Fiscal Year 2013-2014 and Fiscal Year 2014-2015 for career and technical education;

(f) A total of \$750,000 in both Fiscal Year 2013-2014 and Fiscal Year 2014-2015 for the Jobs for America's Graduates Program;

(g) A total of \$850,000, with a maximum of \$50,000 to each of the 17 school districts, in both Fiscal Year 2013-2014 and Fiscal Year 2014-2015 to support special counseling services for elementary school pupils at risk of failure; and

(h) A total of \$18,798 in both Fiscal Year 2013-2014 and Fiscal Year 2014-2015 to pay the increase of salaries of professional school library media specialists required by NRS 391.160.

6. Except as otherwise provided in subsection 4, unencumbered balances of the appropriations made by this section for Fiscal Year 2013-2014 and Fiscal Year 2014-2015 must not be committed for expenditure after June 30 of each fiscal year. Except as otherwise provided in subsection 4, unencumbered balances of these appropriations revert to the State General Fund on or before September 19, 2014, and September 18, 2015, for each fiscal year respectively.

Sec. 17. 1. The Department of Education shall transfer from the Other State Education Programs Account the following sums for early childhood education:

For the Fiscal Year 2013-2014 \$3,338,875

For the Fiscal Year 2014-2015 \$3,247,375

2. The money transferred by subsection 1 must be used by the Department of Education for competitive state grants to school districts and community-based organizations for early childhood education programs.

3. To receive a grant of money pursuant to subsection 2, school districts and community-based organizations must submit a comprehensive plan to the Department of Education that includes, without limitation:



(a) A detailed description of the proposed early childhood education program; and

(b) A description of the manner in which the money will be used, which must supplement and not replace the money that would otherwise be expended for early childhood education programs.

4. A school district or community-based organization that receives a grant of money shall:

(a) Use the money to establish or expand prekindergarten education programs.

(b) Use the money to supplement and not replace the money that the school district or community-based organization would otherwise expend for early childhood education programs, as described in this section.

(c) Use the money to pay for the salaries and other items directly related to the instruction of pupils in the classroom.

➡ The money must not be used to remodel classrooms or facilities or for playground equipment.

5. The Department of Education shall develop statewide performance and outcome indicators to measure the effectiveness of the early childhood education programs for which grants of money are awarded pursuant to this section. In developing the indicators, the Department shall establish minimum performance levels and increase the expected performance rates on a yearly basis, based upon the performance results of the participants. The indicators must include, without limitation:

(a) Longitudinal measures of the developmental progress of children before and after their completion of the program;

(b) Longitudinal measures of parental involvement in the program before and after completion of the program; and

(c) The percentage of participants who drop out of the program before completion.

6. The Department of Education shall conduct a longitudinal study of the early childhood education programs of each school district and community-based organization.

7. The Department of Education shall, on a biennial basis, provide a written report to the Governor, the Legislative Committee on Education and the Director of the Legislative Counsel Bureau regarding the effectiveness of the early childhood education programs for which grants of money were received. The report must include, without limitation:

(a) The number of grants awarded;



(b) An identification of each school district and community-based organization that received a grant of money and the amount of each grant awarded;

(c) For each school district and community-based organization that received a grant of money:

(1) The number of children who received services through a program funded by the grant for each year that the program received funding from the State for early childhood education programs; and

(2) The average per child expenditure for the program for each year the program received funding from the State for early childhood education programs;

(d) A description of the programs in this State that are the most effective;

(e) Based upon the performance of children in the program on established performance and outcome indicators, a description of revised performance and outcome indicators, including any revised minimum performance levels and performance rates; and

(f) Any recommendations for legislation.

8. The sums transferred by subsection 1 are available for either fiscal year. Any remaining balance of those sums must not be committed for expenditure after June 30, 2015, and must be reverted to the State General Fund on or before September 18, 2015.

Sec. 18. The sums transferred by section 17 of this act:

1. Must be accounted for separately from any other money received by the school districts of this State and used only for the purposes specified in section 17 of this act.

2. May not be used to settle or arbitrate disputes between a recognized organization representing employees of a school district and the school district, or to settle any negotiations.

3. May not be used to adjust the district-wide schedules of salaries and benefits of the employees of a school district.

Sec. 19. 1. There is hereby appropriated from the State General Fund to the Account for Programs for Innovation and the Prevention of Remediation created by NRS 385.379 the following sums:

For the Fiscal Year 2013-2014 \$48,971,967

For the Fiscal Year 2014-2015 \$49,707,723

2. The money appropriated by subsection 1, excluding those sums set forth in sections 21 and 22 of this act, must be expended in accordance with NRS 353.150 to 353.245, inclusive, concerning the allotment, transfer, work program and budget. Transfers to and allotments from must be allowed and made in accordance with



Sec. 16.1. Chapter 396 of NRS is hereby amended by adding thereto a new section to read as follows:

If the System offers course of study for obtaining an endorsement to teach English as a second language, the Board of Regents may take into consideration the recommendations submitted by the English Mastery Council pursuant to section 1.5 of this act in developing the curriculum and standards for the course of study.

Sec. 16.2. 1. There is hereby appropriated from the State General Fund to the Account for Programs for Innovation and the Prevention of Remediation created by NRS 385.379 the following sums:

- (a) For the Fiscal Year 2013-2014..... \$24,950,000
- (b) For the Fiscal Year 2014-2015..... \$24,950,000

2. The Department of Education shall transfer from the Account for Programs for Innovation and the Prevention of Remediation to the school districts specified in this subsection the following sums for Fiscal Year 2013-2014 and Fiscal Year 2014-2015:

School District:	2013-2014	2014-2015
Clark County School District	\$19,710,500	\$19,710,500
Washoe County School District	\$3,742,500	\$3,742,500

3. The Board of Trustees of the Clark County School District and the Board of Trustees of the Washoe County School District shall identify the schools within the school district which:

(a) Have the highest percentage of pupils who are limited English proficient or eligible for designation as limited English proficient; and

(b) Are the lowest performing academically.

4. The Clark County School District and the Washoe County School District shall designate the schools identified pursuant to subsection 3 as Zoom schools and shall allocate the money appropriated by subsection 1 for each Zoom school to:

(a) Provide prekindergarten programs free of charge;

(b) Expand full-day kindergarten classes;

(c) Operate reading skills centers; and

(d) Provide, free of charge, a summer academy or an intersession academy for those schools that do not operate on a traditional school calendar.

5. A Zoom school that receives an allocation of money pursuant to subsection 4 shall offer each of the programs and services prescribed in paragraphs (a) to (d), inclusive, of that



subsection so that the Zoom school may offer a comprehensive package of programs and services for pupils who are limited English proficient. A Zoom school shall not use the money for any other purpose. A reading skills center must provide:

(a) Support at the Zoom school in the assessment of reading and literacy problems and language acquisition barriers for pupils; and

(b) Instructional intervention to enable pupils to overcome such problems and barriers by the completion of grade 3.

6. On or before August 15, 2013, the Clark County School District and the Washoe County School District shall provide a report to the Director of the Legislative Counsel Bureau for transmittal to the Interim Finance Committee which includes the Zoom schools identified by the school district pursuant to subsection 3 and the plan of each such school for carrying out the programs and services prescribed by paragraphs (a) to (d), inclusive, of subsection 4.

7. From the appropriation made by subsection 1, the Department of Education shall use not more than \$1,497,000 in Fiscal Year 2013-2014 and \$1,497,000 in Fiscal Year 2014-2015 to provide grants of money to the State Public Charter School Authority and the school districts, other than the Clark County School District or the Washoe County School District. The board of trustees of a school district and the State Public Charter School Authority may submit an application to the Department on a form prescribed by the Department that includes, without limitation:

(a) The number of pupils in the school district or charter schools, as applicable, who are limited English proficient or eligible for designation as limited English proficient; and

(b) A description of the programs and services the school district or charter schools, as applicable, will provide with a grant of money, which may include, without limitation:

(1) The creation or expansion of high-quality, developmentally appropriate prekindergarten programs, free of charge, that will increase enrollment of children who are limited English proficient;

(2) The acquisition and implementation of empirically proven assessment tools to determine the reading level of pupils who are limited English proficient and technology-based tools, such as software, designed to support the learning of pupils who are limited English proficient;

(3) Professional development for teachers and other educational personnel regarding effective instructional practices and strategies for children who are limited English proficient; and





NEVADA READY!

OUR STATE. OUR STUDENTS. OUR SUCCESS.

WHO: *Nevada Ready!* is a statewide initiative led by the Nevada Department of Education and the Nevada Board of Education, and is financially supported by the Nevada Public Education Foundation. The Department is partnering with the Nevada System of Higher Education, local school districts, and public and private organizations and agencies.

WHAT: The *Nevada Ready!* initiative will **raise awareness of the state's public school standards**, which define what students are expected to learn and be able to do as they move from grade to grade. Although standards are not new to education in Nevada, today's **students are being taught under more challenging standards** to prepare them for college and the modern workplace and to place Nevada's education system on par with every other state in our great nation. Virtually all our state's education initiatives are built upon these standards — with the goal of increasing expectations of what our **students will know and master to be college and career ready**, and equipped to compete globally.

HOW: Through a comprehensive communications initiative, *Nevada Ready!* will provide **information to help educators, students, parents, community leaders** and others understand the standards of education adopted by the Department and Board, the tests that will be given to assess student and teacher performance and ways to use those results to help students, educators, schools and school districts reach these new, rigorous standards.

WHY: The *Nevada Ready!* initiative started with a **focus on implementation of new standards for English language arts and mathematics** (commonly referred to as the Common Core State Standards), but also **addresses new science standards** adopted by the State Board of Education in February 2014 and standards in many other subject areas including social studies, the arts, pre-K/early learning, and career and technical education.

With **more rigorous standards** for learning come enhanced assessments. Because the **new tests are based on higher expectations**, new assessment data may show that fewer students score at a proficient level. **Modernizing our expectations and updating our approach** to education will not be an overnight project, but preparing our children for **global competition is a shared responsibility for the entire state** to embrace.

A continued focus on raising academic expectations for students and improving educator effectiveness will lead to a stronger system of public education in Nevada and ensure all Nevadans are ready for success in the 21st Century.

You may reach *Nevada Ready!* at nevadaready@doe.nv.gov
or join us on Facebook, Twitter or nevadaready.gov

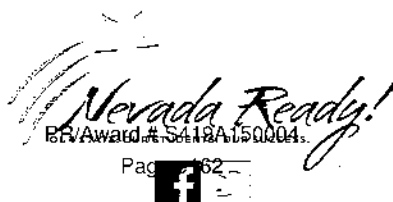


Table B										
State Fiscal Year	1: State Funding	2: Local Funding	3: Philanthropic/Private Funding (if applicable)	4: Number of Four-Year Old Children	5: Number of Four-Year Olds at or below 200% FPL	6: Four-Year Olds Served in the State Preschool Program		7: Four-Year Olds at or below 200% FPL Served in the State Preschool Program		
						#	%	#	%	
2014	(b)(4)									
2013										
2012										
2011										

Early Learning Guidelines & Pre-Kindergarten Standards Alignment Crosswalk
(Nevada Pre-Kindergarten Standards within the school readiness domains and aligned with the Nevada K-12 Standards)

Infant / Toddler (Ages 0 to 4) ELG Domain & Standard	Pre-Kindergarten (Ages 4-5) ELG Domain & Standard	
Cognition & General Knowledge <ul style="list-style-type: none"> • Discovering the World • Discover & Learn: Mathematical Exploration and Learning • Discover & Learn: Scientific Exploration and Learning 	Cognitive: Mathematics (M) <ul style="list-style-type: none"> • Numbers, Number Sense & Computation • Patterns, Functions & Algebra • Measurement • Spatial Relationships, Geometry & Logic • Data Analysis 	Cognitive: Science <ul style="list-style-type: none"> • Nature of Science (N) • Earth & Space Science (ES) • Physical Science (PS) • Life Science (LS)
Language Development & Communication <ul style="list-style-type: none"> • Communicating & Understanding • Pre-Reading • Pre-Writing 	English Language Arts (ELA) <ul style="list-style-type: none"> • Word Analysis (WA) • Reading Strategies (RS) • Literary Text (LT) • Expository Text (ET) 	<ul style="list-style-type: none"> • Effective Writing (EW) • Types of Writing (TW) • Listening (L) • Speaking (S)
Personal & Social /Emotional Others <ul style="list-style-type: none"> • Developing Sense of Self & Others • Emotional Expression • Pro-Social Behaviors • Self-Regulation & Self Control Skills 	Social Emotional (SE) <ul style="list-style-type: none"> • Self-Confidence • Self-Direction • Identification & Expression of Feelings • Pro-Social Behaviors • Attending & Focusing Skills 	Social Studies (SS) <ul style="list-style-type: none"> • History (H) • Geography (G) • Economy (EC) • Civics (C)
Approaches to Learning: Creative Expression / Experiences <ul style="list-style-type: none"> • Creativity, Curiosity & Critical Thinking • Visual & Sensory Arts • Music and Movement • Dramatic Play 	Approaches to Learning: Creative Expression / Experiences (CE) <ul style="list-style-type: none"> • Creative Thinking (CT) • Music/Movement: Singing, Playing instruments, Improvisation, Listening, Evaluation, Application to Life & Cross-Curricular (MM) • Dramatic Play (DP) • Visual Arts: Knowledge, Application, Content, Context, Interpretation & Cross-Curricular (VA) 	
Physical Development & Health <ul style="list-style-type: none"> • Coordinate Movements • Gross Motor Coordination • Fine Motor Control • Health 	Physical Development (PD) <ul style="list-style-type: none"> • Development of Motor Skills, Locomotor, Non-locomotor, Manipulative Skills, Cardio-respiratory (health enhancing), Personal Responsibility, Positive Social Interaction, and Fine Motor Health Education (HE) <ul style="list-style-type: none"> • Health Promotion / Disease Prevention • Health Enhancing Behaviors • Interpersonal Communication to Enhance Health 	

Assessments used throughout Nevada	Pre-K	Private	Head Start
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Screening Instruments

Ages & Stages Questionnaire	X	X	X
Ages & Stages Questionnaire – Social Emotional (SE)	X	X	X
Early Screening Inventory (ESI)	X		

Formative Assessments

Peabody Picture Vocabulary Test (PPVT)	X		
Expressive One-Word Picture Vocabulary Test (EOWPVT)	X		
Brigance Early Childhood Development Inventory	X		
Teaching Strategies Gold (TSG)	X	X	X
World-Class Instructional Design and Assessment (WIDA)	X		
High Scope Child Observation Record		X	X
Children's Progress Academic Assessment (CPAA)		X	
Teaching Pyramid Observation Tool (TPOT)	X	X	
Portfolios	X	X	
Environmental Quality			
Early Childhood Environmental Rating Scale	X	X	X
Early Language and Literacy Classroom Observation (ELLCO)	X		
High Scope Program Quality Assessments		X	
Child and Adult Interactions			
Classroom Assessment Scoring System (CLASS)	X	X	X

Goals for Pre-Kindergarten Mathematics:

- ✓ Develop an understanding of number and number sense.
- ✓ Develop knowledge of spatial concepts; e.g. shapes and measurement.
- ✓ Develop understanding of patterns and relationships.
- ✓ Develop knowledge of sequence and temporal awareness.
- ✓ Develop ability to use mathematical knowledge to sort, classify, represent, communicate and solve.

Goals for Pre-Kindergarten Science:

- ✓ To enhance children's natural and instinctual observational skills.
- ✓ To support and guide children's curiosity and their need to experiment.
- ✓ To encourage exploration and discovery.
- ✓ To highlight the wonders of the world around them.

Goals for Pre-Kindergarten Language and Literacy:

- ✓ Encourage conversations with children, model reading and writing behavior and foster children's interest.
- ✓ Encourage play that includes literacy tools, dramatic play, and block building.
- ✓ Encourage first hand experiences that expand vocabulary.
- ✓ Encourage dramatic phonemic awareness through songs, finger plays, games, poems and stories.

Goals for Pre-Kindergarten Social Studies and Social Emotional:

- ✓ To support and promote children's self-confidence and self-direction.
- ✓ To encourage children to express and identify their feelings.
- ✓ To give children the skills to persevere and maintain their focus.
- ✓ To develop positive relationships with individuals and the community.

Goals for Pre-Kindergarten Physical Development:

- | | | |
|----------------------------|---|-------------------------------|
| ✓ Strengthening of muscles | ✓ Distinguish healthy & Non-healthy foods | ✓ Eye-hand coordination |
| ✓ Balance | ✓ Take care of personal hygiene | ✓ Strength and dexterity |
| ✓ Coordination | ✓ Follow basic safety rules | ✓ Control of writing utensils |
| ✓ Muscle control | ✓ Identify feelings | |

Goals for Pre-Kindergarten Creative Expression:

- ✓ Visual Arts
- ✓ Music and Movement
- ✓ Dramatic Play
- ✓ Creative Thinking

¹ Nevada Department of Education, Nevada Pre-Kindergarten Standards and Indicators (pages 24-73). Revised 2010

Nevada State PreK Site Visit Checklist

Grantee/Program: _____

Fiscal Year: 2013-14 2014-15

NDE Official: _____

Date: _____

Programmatic Measures	Yes	No	N/A
<i>Utilizing requirements of the grant:</i>			
• Evidence of using PreK standards in the classroom			
• Class sizes and staff/child ratios			
• Certified staff			
• Parenting component			
• Evaluation procedures in place (i.e. Pre and Post tests completed and entered in database on time)			
• Minimum of 10 hours per week			
• Curriculum used			
Notes:			
Use of quality improvement strategies (ELLCO, ECERS-R, TEACH, Apprenticeship, Accreditation, self-assessments, etc.)			
Notes:			
ELLCO score:			
ECERS-R score:			
Program enrollment/ waiting list			
Notes:			
Mid year and End of year reports submitted on time.			
Notes:			
Program is making satisfactory progress toward meeting Outcome Indicators/ Tracking tools used:			
Early Childhood Education:			
• Reading Readiness-Individual Student Gain (80%)			
• Reading Readiness- Average Program Gain (PPVT-8.0; EOWPVT-10.0)			
• English Language Acquisition- PreLAS (20.0pts) WIDA (Benchmark?)			
Parenting Education:			
• Parenting skills (92%)			
• Parent and Child Together Time (80%)			
• Parents and Children Reading Together (80%)			
Notes:			
Technical Assistance/Training Recommendations/Needs:			

Organizational Capacity	Yes	No	N/A
Evidence of adequate staff to oversee PreK program (i.e. fiscal, director, teachers, etc.) Notes:			
Evidence of ability to provide ongoing training and support to program staff, supervisors and partnering agencies. Notes:			
Evidence of ability to provide training and support to <i>new</i> staff, members, site supervisors, and partners, and manage turnover, especially when there is a change within a budget period. Notes:			
Evidence of ability to provide <i>on-going</i> training and support to staff, supervisors, and partners. Notes:			
Evidence of ability to track and evaluate program performance as well as plans for continuous improvement. Notes:			
Evidence of Superintendent/Principal or Board role supports the PreK program. Notes:			
Evidence of ongoing assessment and improvement of systems, structure staffing and other capacities to ensure that the organization remains sound and well managed. Notes:			
Evidence of management's input in the development, monitoring, implementation of annual program outcomes and indicators. Notes:			
Evidence of organizational systems that ensures quality and timely submission of all reporting requirements. Notes:			
Financial Management	Yes	No	N/A
Request for Funds, Budget Amendments/revisions and End of year financial report submitted in timely manner. Notes:			
Expenditures are supported by original budget and budget narrative, or by approved changes to the budget and provides appropriate documentation. Notes:			

Name of Program:

NV Department of Education State Funded PreKindergarten

Initially Funded: FY 20XX-20XX

FY 2013-14 Funding: \$XXXXXXX

Mid-Year Report: _____ End of Year Report: _____

Matrix A:

(Insert additional rows, if necessary.)

Site/s Location: Name of School, Physical address	Staff: Name, Position, & Qualifications of each staff member	Children: # of Students per classroom; age group	Contact Time: Intensity & Duration: Times and days per week class operates	Start & End Dates per site
EXAMPLE: XYZ Elementary 123 Main St. Carson City, NV	Sue Jones, Teacher, BA in Child Development	20 students per class AM/PM; (4 & 5 yr olds)	9-11:30am; 12:30-3pm (Monday-Thursday)	9/1/09-6/7/10
	John Smith, Bilingual Aide, HQ Paraprofessional	Total of 40 children		

Participants

Participants	Total Number Served
Total Number of Children (3-5) Served	
Number of Adults	
Number of Families	
Number of Sites	
Number Currently on Waiting List	

Staff Qualifications

Staff Name & Position (Administrative and Direct Service positions supported by grant)	FTE	Qualifications/Endorsement

Program Outcomes

Proposed Program Outcome (Including Required Indicators)	Status (Met or Not Met)	Actual Program Outcome and/or Progress Made
80% of ECE children with a minimum of four months of participation will increase their standard score on the auditory comprehension subtest of the PPVT.		
80% of ECE children with a minimum of four months of participation will increase their standard score on the expressive communication subtest of the EOWPVT.		
ECE children with a minimum of four months of participation will make an average gain of 8 and 10 standard score points in auditory comprehension and expressive communication on the PPVT & EOWPVT.		
92% of participating adults enrolled in ECE for at least 4 months will meet at least one goal related to parenting skills (e.g. developmental appropriateness, positive discipline, teaching and learning, care-giving, environment) within the reporting year.		
80% of first-year ECE parents will increase the amount of time they spend with their children weekly within a reporting year.		
80% of first-year ECE parents will increase the amount of time they spend reading with their children within a reporting year.		
Other:		
Other:		

Program Improvement Plan

Indicator/s Not Met (ELCO/ECERS) or Description of Concern/Area for Improvement	Type of Need Description of Concern	Plan of Action (include materials and training needed, schedule, space and supervision, etc. changes necessary) Follow-up (e.g. changes made, date completed, time extended, etc.)	Expected Completion Date & Persons Responsible

PR/Award # S419A150004

Summary of Improvements Made:

Areas for improvement:	Improvements made:
Additional Comments:	

Accomplishments and Challenges

I have you experienced any changes that will impact your ability to deliver services to your target population? Please explain.
 Any challenges/obstacles that have been encountered which may have significantly affected the delivery of services?
 Do you have any need for technical assistance, either in implementing your program or in maintaining data for reporting purposes?
 Other information you would like to share.

Success story

Present a State PreK success story.

Please share a "Success Story" and/or quotes with us - an example of success for a specific child (3-5) or child/family that illustrates how State PreK funds are improving children's lives in Nevada. Remember your audience may be the state legislature or someone unfamiliar with your community. We encourage you to first identify the need for your program, identify whom you serve, how your services have impacted a child or family in a positive way, and what may have happened without State PreK funding. Be as specific as possible, but remember to maintain the confidentiality of the child and/or family you are discussing.

Program Changes (If applicable)

Program Changes: If applicable (for approval): If any significant changes need to be made to your program from your original application, please include a brief description of those changes and justification below.

Completed by: _____ Date: _____



Quality Rating & Improvement System

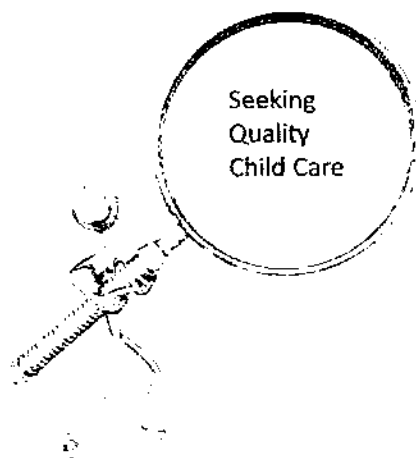
Nevada
Department
of Education

Creating a culture of continuous quality
improvement for Nevada's child care programs

www.nvsilverstatestars.org

What is a QRIS?

- A QRIS defines "quality child care" and creates stronger learning environments for children using a standardized, research based criteria.
- A QRIS is a framework that provides a roadmap and support to improve the quality of early childhood programs.
- Through QRIS, early childhood programs are assessed and given a number of "stars" to indicate what level of quality has been reached.
- QRIS standards include quality indicators that expand on licensing requirements in the areas of: program policies and procedures, administration and staff development, health and safety, and family and community partners.



The QRIS website provides:

- Statewide child care provider directory complete with QRIS Star Ratings, program operation hours, ages accepted, licensing history, employee education achievements, if care is provided for children with special needs and pictures of program environments.
- Steps to Choosing Care with tips on what to look for and what questions to ask.
- Resource links addressing school readiness, health and safety, food and nutrition, activities for children and so much more.

Do you know that the brain physically grows to **90%** of its adult size by age 5. The brain connections that create this growth are primarily based on the experiences a child has in these early years. Only enroll your children in quality child care/education programs.



Program Evaluation: Required Indicators

A key component of the evaluation is the use of quality indicators of program delivery and program outcomes to describe the projects and evaluate their effectiveness. In fact, legislation directs the NDE to develop statewide performance and outcome indicators to measure the effectiveness of ECE programs. Per legislation, the indicators must include:

- Measures of the developmental progress of children before and after their completion of the program;
- Measures of parental involvement in the program before and after completion of the program; and
- The percentage of participants who drop out of the program before completion.

Rather than developing new performance and outcome indicators for early childhood education, it was determined that the Pre-K programs would use the existing indicators developed and used by Even Start programs. Therefore, as part of the evaluation system, the NDE requires each Pre-K Education program to use the following indicators on participant outcomes:

Outcome Indicators	
Early Childhood Education Indicator 1	Eighty percent (80%) of ECE children with a minimum of four months of participation will increase their standard scores in receptive and expressive language skills tests.
Early Childhood Education Indicator 2	ECE children with a minimum of four months of participation will make an average gain of 8 or 10 standard score points in auditory comprehension and expressive communication.
Early Childhood Education Indicator 3	With a minimum of four months of participation, ECE children from 3-5 years with limited English skills will make an average gain of 20 raw score points in English acquisition as measured by the Preschool Language Assessment Scale (PreLAS). (Transitioning to WIDA)
Parenting Indicator 1: Parenting Skills	Ninety-two percent (92%) of participating adults enrolled in ECE for at least four months will meet at least one goal related to parenting skills (e.g., developmental appropriateness, positive discipline, teaching and learning, care-giving environment) within the reporting year.
Parenting Indicator 2: Parents and Child Together Time (PACT)	Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend with their children weekly within a reporting year.
Parenting Indicator 3: Parents and Children Reading Together	Eighty percent (80%) of first-year ECE parents will increase the amount of time they spend reading with their children within a reporting year.

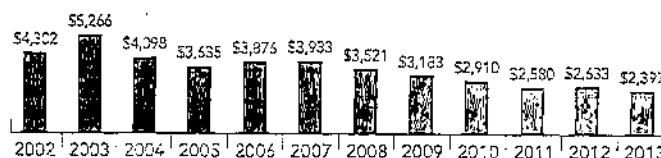
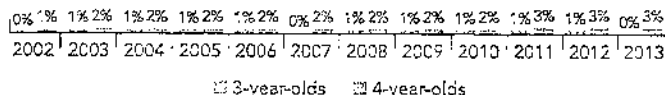
Required Assessments

- **Early Childhood Assessment Instruments**
Peabody Picture Vocabulary Test – 4 (PPVT-4), Expressive One-Word Picture Vocabulary Test (EOWPVT), and Pre-LAS assessment (transitioning to WIDA) for non-English speaking children.
- **Parent Involvement**
All projects must collect data on the project's parent involvement activities.
- **Program Quality**
ECERS-R and ELLCO

Nevada

PERCENT OF STATE POPULATION ENROLLED

STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



Called the Early Childhood Education Comprehensive Plan, when it began in 2001, Nevada's state-funded pre-K program is now referred to as the Nevada State Pre-Kindergarten Education Program (PEP). PEP provides funds to both community-based organizations and school districts to establish new preschool programs and expand existing ones. The goal of the program is to provide prekindergarten to 3-, 4-, and 5-year-olds, whose eligibility is determined locally based on each district's assessment of community needs. Enrollment criteria allow priority to be given to 4- and 5-year-olds who will be eligible to attend kindergarten the following year, though children are also prioritized if they are from low-income families, homeless, are English Language Learners, or receive special education services.

Funding amounts for competitive grant awards are determined based on the community needs stated in individual grant applications. State funding for the program has remained the same since the 2008-2009 school year, resulting in local districts either modifying services or supplementing state funds. Enrollment increased by 8 percent during 2012-2013, rebounding from reduced enrollment figures the previous year. Enrollment figures reflected a reduction of more than 100 children recognized as English Language Learners in 2012-2013 for the second consecutive year.

Program quality is monitored by the state several ways. Quality is initially evaluated by assessing the program design during the competitive grant application process. Effective in 2013-2014, formal evaluation of programs is rescheduled from an annual basis, to occur every two years. Site observations are performed by state staff or contracted specialists annually, and program information is submitted biannually and used to monitor program quality. PEP has been assessed for both program impact/child outcomes and process quality through annual and longitudinal evaluation measures, as required by the state; results are reported biannually. The first cohort of students being tracked in the annual longitudinal evaluation entered the ninth grade during the 2012-2013 school year.

The revised Nevada Pre-Kindergarten Standards were adopted by the State Board of Education in 2010 and are currently being aligned with the Common Core State Standards.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
36	26

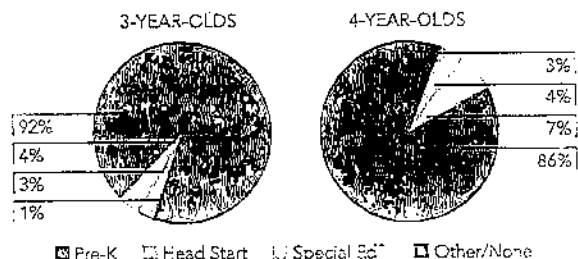
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
33	34

NEVADA STATE PREKINDERGARTEN EDUCATION PROGRAM

ACCESS

Total state program enrollment	1,393
School districts that offer state program	59%
Income requirement	None ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	4,652
Federally funded Head Start enrollment, ages 3 and 4	2,559
State-funded Head Start enrollment, ages 3 and 4	0

STATE PRE-K AND HEAD START ENROLLMENT
AS PERCENTAGE OF TOTAL POPULATION



¹ This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA ³	BA	<input checked="" type="checkbox"/>
Teacher specialized training	EC Endorsement, EC SpEd ⁴	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	6 credit hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	16		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:8		
4-year-olds	1:10		
Screening/referral	Developmental ⁵	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	No meals are required ⁶	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET
7

RESOURCES

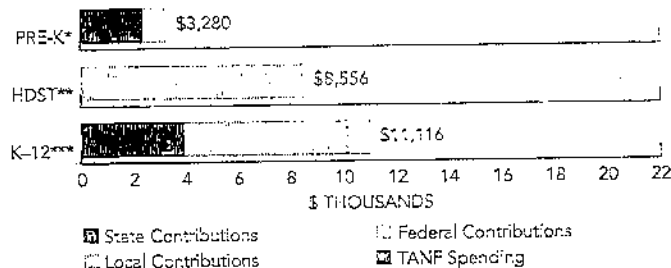
Total state pre-K spending	\$3,338,875
Local match required?	No
State spending per child enrolled	\$2,397
All reported spending per child enrolled*	\$3,280

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Although there is no income requirement, programs prioritize children who are English Language Learners, are from low-income families, or homeless, among other locally determined enrollment priorities. Some districts enroll all age-eligible children, while others may use locally determined risk factors in addition to those specified by the state.

² Programs are required to operate a minimum of 10 hours per week. Specific operating schedules are determined locally, but programs generally operate 2-4 hours per day, 4 days per week.

³ If teachers began with the program prior to 2002, they were grandfathered in. Positions deemed "difficult to fill" with the appropriate certification may develop a professional development plan that the hired teacher would follow if they do not currently have an approved certification. All new hires must be credentialed teachers.

⁴ The Birth-K license has been incorporated into the Birth-Grade 2 certification, and is no longer issued. Persons holding B-K certification are still eligible to teach in Nevada pre-K programs.

⁵ Program policy assures that several screening and referral services are required for all children; additional screening and referral requirements are decided at the local level. Support services include parenting support or training, parent involvement activities, and other locally determined support services.

⁶ Meals are not required, but all part-day programs provide at least a snack.

Program Indicators on the Developmental Progress of Nevada's Children		
Program Indicator	Actual	Status
Indicator 1: Reading Readiness – Individual Student Gain With a minimum of four months of participation, 80% of ECE children from three years old until they enter kindergarten will show improvement in auditory comprehension and expressive communication as measured by a standard score increase on (a) the Peabody Picture Vocabulary Test (PPVT) and (b) the Expressive One-Word Picture Vocabulary Test (EOWPVT).	a. PPVT- 84.9% b. EOWPVT- 86.7%	a. Exceeded b. Exceeded
Indicator 2: Reading Readiness – Average Gain With a minimum of four months of participation, ECE children from birth until they enter kindergarten will make an average gain of 8 standard score points in auditory comprehension as measured by (a) the PPVT, and of 10 standard score points in expressive communication as measured by (b) the EOWPVT.	a. PPVT- 10.7 pts. b. EOWPVT- 11.6 pts.	a. Exceeded b. Exceeded
Indicator 3: English Language Acquisition – Average Gain With a minimum of four months of participation, ECE children from three to five years with limited English skills will make an average gain of 20 raw score points in English acquisition as measured by the Preschool Language Assessment Scale (Pre-LAS).	32.9 pts.	Exceeded
Parental Involvement		
Indicator 1: Individual Parenting Goals Ninety-two percent (92%) of participating adults enrolled in Early Childhood Education for at least four months will meet at least one goal related to parenting skills (e.g., developmental appropriateness, positive discipline, teaching and learning, care-giving environment) within the reporting year.	99.6%	Exceeded
Indicator 2: Time with Children Eighty percent (80%) of first-year Early Childhood Education parents will increase the amount of time they spend with their children weekly within a reporting year.	88.9%	Exceeded
Indicator 3: Reading with Children Eighty percent (80%) of first-year Early Childhood Education parents will increase the amount of time they spend reading with their children within a reporting year.	89.0%	Exceeded

GOLD Objectives and Dimensions (WaKIDS)

Social-Emotional

1. Regulates own emotions and behaviors
 - b. Follows limits and expectations
 - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
 - c. Interacts with peers
 - d. Makes friends

Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
 - a. Uses fingers and hands
 - b. Uses writing and drawing tools

Language

9. Uses language to express thoughts and needs
 - a. Uses an expanding expressive vocabulary
 - b. Speaks clearly
 - c. Uses conventional grammar
 - d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
 - a. Engages in conversations
 - b. Uses social rules of language

Cognitive

11. Demonstrates positive approaches to learning
 - c. Solves problems
 - d. Shows curiosity and motivation
 - e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
 - a. Recognizes and recalls
13. Uses classification skills

Literacy

15. Demonstrates phonological awareness
 - a. Notices and discriminates rhyme
 - b. Notices and discriminates alliteration
 - c. Notices and discriminates smaller and smaller units of sound
16. Demonstrates knowledge of the alphabet
 - a. Identifies and names letters
 - b. Uses letter-sound knowledge
17. Demonstrates knowledge of print and its uses
 - b. Uses print concepts
18. Comprehends and responds to books and other texts
 - a. Interacts during read-alouds and book conversations
 - b. Uses emergent reading skills
 - c. Retells stories
19. Demonstrates emergent writing skills
 - a. Writes name
 - b. Writes to convey meaning

Mathematics

20. Uses number concepts and operations
 - a. Counts
 - b. Quantifies
 - c. Connects numerals with their quantities
21. Explores and describes spatial relationships and shapes
 - b. Understands shapes
22. Compares and measures

Note: These 19 objectives are a subset of the 38 Teaching Strategies GOLD® (TSG) objectives. The number associated with the objective corresponds with the TSG objective; numbers are missing when the associated TSG objective is not part of WaKIDS.

Coordinator on Annual Evaluation Design

Deliverable 1: Provide Technical Assistance to State Early Childhood Education

- | | | |
|-----|---|----------|
| 1.1 | Evaluator reviews evaluation design and advises Nevada Department of Education (NDE) on issues that arise on the annual evaluation of the Nevada State Pre-K program. | On-going |
|-----|---|----------|

Deliverable 2: Develop and Implement Annual Data Collection Procedures

- | | | |
|-----|--|--|
| 2.1 | Evaluator updates Nevada ECE Information System (forms) to collect data on the revised annual evaluation design. | September 1, 2014 |
| 2.2 | Evaluator revises web-based data collection system to collect the data from the Nevada ECE Information System for 2014-15. | September 30, 2014 |
| 2.3 | Evaluator collects data on continuing families and inputs their data into the Nevada ECE Information System. | October 1, 2014 |
| 2.4 | Evaluator monitors data entry from project sites. | On-going |
| 2.5 | Evaluator provides brief, quarterly reports to NDE on the status of data collection and evaluation activities. | Sept. 30, & Dec. 31, 2014;
March 31 & June 30, 2015 |

Deliverable 3: Develop and Implement Longitudinal Data Collection Procedures for two Nevada ECE Cohorts

- | | | |
|-----|---|-------------------|
| 3.1 | Evaluator develops draft research design and data collection procedures on longitudinal evaluation of two Nevada ECE Cohorts. | December 1, 2014 |
| 3.2 | Evaluator presents draft research design to NDE staff. | December 11, 2014 |
| 3.3 | Evaluator meets with NDE staff to finalize longitudinal evaluation. | January 20, 2015 |
| 3.4 | Evaluator explains draft data collection procedures, timelines and reporting requirements to Nevada ECE directors. | February 10, 2015 |
| 3.5 | Evaluator hires test administrators to implement longitudinal evaluation procedures for one Nevada ECE Cohort. | March 2015 |
| 3.6 | Evaluator works closely with Nevada ECE Projects to implement longitudinal student data collection procedures (testing). | March-May 2015 |
| 3.7 | Evaluator works closely with NDE staff to collect data for longitudinal evaluation (test scores and related data elements). | March-May 2015 |

Deliverable 4: Help Local Projects Set-up Annual Data Collection

- | | | |
|-----|--|-------------|
| 4.1 | NDE informs local projects that Pacific Research continues as the evaluation contractor for the Nevada ECE program. | August 2014 |
| 4.2 | PRA presents annual Nevada ECE evaluation design, data collection procedures, timelines and the Nevada ECE Information System (forms only) to directors at Director's Meeting. | August 2014 |

4.3	PRA conducts site visits to three projects to trouble shoot evaluation procedures. (Sites selected by Nevada ECE Coordinator).	Ongoing
4.4	NDE informs projects to submit data mid-year to PRA for review and provide technical assistance where needed.	January 2015
4.5	PRA contacts projects intermittently to determine data collection needs and be available (on-call) to answer evaluation questions.	On-going
Deliverable 5: Conduct Site Visits for the Annual Evaluation		
5.1	PRA and NDE reviews protocol, procedures, and data collection instruments for conducting site visits to develop program descriptions of each project.	December 2014
5.2	PRA conducts site visits with 11 projects (13 sites) to describe the early childhood program and other program activities for 2014-15. (To be integrated into TQRIS district model starting in 2016)	March - May 2015
Deliverable 6: Provide Ongoing Technical Assistance to Local Projects		
6.1	PRA informs local Early Childhood Education projects of contact procedures.	August 2014
6.2	PRA returns all telephone calls & emails from local projects about data collection procedures by the second working day.	On-going
6.3	PRA updates NDE and all local projects on evaluation and data collection issues identified by individual projects.	On-going
Deliverable 7: Write Annual and Longitudinal Evaluation Report		
7.1	PRA collects data from local projects for the longitudinal evaluation of two Nevada ECE cohorts.	March to May, 2015
7.2	PRA summarizes and analyzes longitudinal evaluation data.	June 15, 2015
7.3	PRA collects data from local projects for the annual evaluation.	June 15, 2015
7.4	PRA summarizes and analyzes annual evaluation data.	July 1, 2015
7.5	PRA submits draft Annual and Longitudinal Evaluation Report to NDE.	August 31, 2015
7.6	NDE reviews/comments on draft Annual and Longitudinal Evaluation Report.	September 15, 2015
7.7	PRA revises draft Annual and Longitudinal Evaluation Report and submits to NDE.	September 30, 2015

Nevada Department of Education
Nevada Ready: High-Quality Preschool Development
CFDA 84.419A

Table A										
Development Grants										
PART I. Absolute Priority 1		<small>Instructions: For each year, please fill out the expected Federal Preschool Development Grant Funds for 1A, 1C, and 1D. Nothing else should be filled out in this section. The other cells will self-populate with information; those should not be modified.</small>								
	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
Allocation of Federal Preschool Development Grant Funds	\$	% Funds	\$	% Funds	\$	% Funds	\$	% Funds		
1A: State-Level Infrastructure	\$1,217,390	19%	\$991,148	9%	\$799,711	6%	\$749,455	6%	\$3,757,707	9%
1B: High-Quality Preschool Programs	\$5,188,470	81%	\$10,040,835	91%	\$12,049,518	94%	\$12,726,150	94%	\$40,004,973	91%
1C: New Preschool Slots	\$2,300,265	36%	\$5,249,687	48%	\$7,446,357	58%	\$8,459,842	63%	\$23,456,151	54%
1D: Improved Preschool Slots	\$2,888,205	45%	\$4,791,148	43%	\$4,603,161	36%	\$4,266,308	32%	\$16,548,822	38%
Total Federal Funds	\$6,405,860	100%	\$11,031,983	100%	\$12,849,229	100%	\$13,475,608	100%	\$43,762,680	100%
PART II. Competitive Priority 1		<small>Instructions: For each year, fill out the expected Matching Funds for 2A, 2C, 2D. Also, provide the overall match percentage at the bottom of this section. The other cells will self-populate with information; those should not be modified.</small>								
	Year 1		Year 2		Year 3		Year 4		Cumulative \$	%
Allocation of Matching Funds	(b)(4)									
2A: State-Level Infrastructure										
2B: High-Quality Preschool Programs										
2C: New Preschool Slots										
2D: Improved Preschool Slots										
Total Year 1-4 Matching Funds										
Type of State Match	<i>Increased State Funding in Fiscal Year 2013</i>	\$ from Year 1	\$ from Year 2	\$ from Year 3	\$ from Year 4	Overall Matching Funds	Match %			
2E: State Matching Funds (if applicable)	(b)(4)									
2F: Total Funds for State-Level Infrastructure	(b)(4)									
2G: Total Funds for High-Quality Preschool Programs										
2H: Total Funds for New Preschool Slots										
2I: Total Funds for Improved Preschool Slots										
2J: Total Program Resources										
PART III. Selection Criterion (D) (4)		<small>Instructions: For each year, please fill out 3A, 3B, 3C and 3I, 3G. The other cells will self-populate with information; those should not be modified.</small>								
	Year 1		Year 2		Year 3		Year 4		Cumulative	
3A: Total Eligible Children	(b)(4)									
3B: Eligible Children Served in New Preschool Slots										
3C: PPE/Slot										
3D: Estimated Cost (Rounded)										
3E: % Eligible Children Served in New Preschool Slots										
3F: Eligible Children Served in Improved Preschool Slots										
3G: PPE/Slot										
3H: Estimated Cost (Rounded)										
3I: % Eligible Children Served in Improved Preschool Slots										
3J: Total % Eligible Children Served With New and Improved Slots										
3K: Total Children Served										

Nevada Department of Education
Nevada Ready! High-Quality Preschool Development
CFDA 84.419A

Table (D)(4)

Subgrantee 1	Breakdown	Year 1	Year 2	Year 3	Year 4
NYE	Methods for Improving Slots (Select as many as apply)	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			
Subgrantee 2	Breakdown	Year 1	Year 2	Year 3	Year 4
CHURCHILL	Methods for Improving Slots (Select as many as apply)	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			
Subgrantee 3	Breakdown	Year 1	Year 2	Year 3	Year 4
WASHOE	Methods for Improving Slots (Select as many as apply)	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			
Subgrantee 4	Breakdown	Year 1	Year 2	Year 3	Year 4
CLARK	Methods for Improving Slots	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services
	Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			
Subgrantee 5	Breakdown	Year 1	Year 2	Year 3	Year 4
LYON	Methods for Improving Slots (Select as many as apply)	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services	<input type="checkbox"/> Teacher Qualifications/ Compensation <input checked="" type="checkbox"/> Full Day <input checked="" type="checkbox"/> Class Size/Ratio <input checked="" type="checkbox"/> Evidence-Based Professional Development <input type="checkbox"/> Comprehensive Services
	Total Eligible Children Served in Improved Preschool Slots (if applicable)	(b)(4)			
	Total Estimated Cost	\$			



EARLY YEARS

Building Partnerships to Support, Instruct, and Assess Dual Language Learners

BACKGROUND

Children, ages birth to five years, who are learning two or more languages at the same time or are learning English while continuing to develop their first (or home) language are often referred to as Dual Language Learners (DLLs) (Advisory Committee on Head Start Research and Evaluation: Final Report, 2012).

The number of DLLs in Early Care and Education (ECE) systems and public schools in the United States has continued to rise during the past 20 years, with some states experiencing over a 200% rate of growth (Espinoza, 2013).

Currently “nearly one out of three children enrolled in Head Start comes from homes in which a language other than English (LOTE) is spoken” (Advisory Committee on Head Start Research and Evaluation: Final Report, 2012, p. 99).

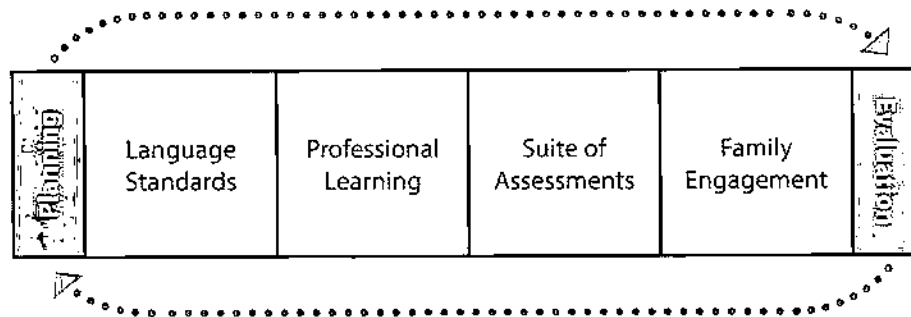
Overview of the Comprehensive Approach to Early Language Development

WIDA recognizes the urgent need to provide linguistically and culturally relevant instruction and assessment for Dual Language Learners (DLLs) and the challenges encountered by practitioners and administrators when trying to do so. For this reason, WIDA is eager to establish partnerships with ECE programs that support the language and learning of DLLs, age 2.5–5.5 years, while simultaneously providing practitioners with the necessary tools and resources. Our comprehensive approach to supporting and assessing early language development helps promote educational equity of DLLs through four key components:

- Understanding and utilizing the WIDA Early Language Development Standards
- Building state and local capacity through training, coaching, and technical assistance
- Making informed decisions using the suite of early language development assessments
- Promoting family engagement

Using the Components to Create a System

When all key components are implemented at the state and/or local level(s), and embraced within a planning and evaluation system/cycle, ECE practitioners can effectively support, instruct, and assess DLLs.



Planning and evaluation are essential in effectively meeting state's goals related to the four key components.

	Services/Resources	Details
Planning	On-site state leadership planning meeting	WIDA will facilitate an in-person meeting with key stakeholders to discuss needs and develop action plan.
	Individual state Early Learning Standards (ELS) and Early English Language Development (E-ELD) Standards cross-walk document	Using states' ELS, WIDA will develop a correspondence document to show the connection between state-specific ELS and the Early English Language Development (E-ELD) Standards.
	Statewide stakeholder launch meeting	WIDA will facilitate a meeting with key stakeholders to discuss the action plan created during the on-site state leadership planning meeting and promote collaboration among statewide ECE partners.
Evaluation	Initial needs assessment	WIDA will create and facilitate a statewide needs assessment focusing on state and local level needs for supporting DLLs.
	Ongoing data collection/analysis and final report	WIDA will facilitate the collection and analysis of data gathered throughout the planning and implementation phases. A final report with information related to the state or agency implementation plan will be created.

KEY COMPONENT #1:

Understanding and utilizing the WIDA Early Language Development Standards


The Early English Language Development (E-ELD) Standards and Early Spanish Language Development (E-SLD) Standards are language standards that describe the social and academic language DLLs need to process and produce across standards-based curricula in ECE programs.

The E-ELD Standards

- Are aligned with the WIDA K-12 English Language Development (ELD) Standards.
- Have been cross-walked with states' Early Learning Standards (ELS) and the Head Start Child Development and Early Learning Framework.
- Are always used in conjunction with states' ELS to help practitioners concretely connect the linguistic variations and needs of DLLs across all content areas of standards-based curricula and assessments.

The E-SLD Standards

- Are aligned with the WIDA K-12 Spanish Language Development (SLD) Standards.
- Match the structure of the E-ELD Standards.
- Provide a consistent and congruent framework for supporting the language growth of dual language learners who are in environments where Spanish is the language of instruction.

	Services/Resources
	Early English Language Development (E-ELD) Resource Guide: 2013 Edition
	Early Spanish Language Development (E-SLD) Resource Guide: 2013 Edition Los estándares del desarrollo del lenguaje temprano del español: Edición 2013
	Early English Language Development (E-ELD) Standards Theoretical Framework

KEY COMPONENT #2:

Building state and local capacity through training, technical assistance, and coaching

Adult learning and self-reflection are key elements for building capacity within an organization. Changing practice requires awareness and knowledge. Professional learning opportunities will vary and will be tailored to the needs of individual agencies.

Professional Learning Offerings	Services/Resources	Details
	Master Cadre training program	Participants will learn about the WIDA Early Language Development Standards Framework and how to use these standards to support, instruct, and assess young DLLs in early education and care programs. Throughout the Master Cadre training program, participants will further develop their facilitation skills and will have the opportunity to apply their learning by training other practitioners in the future. The training includes in-person and technology-based learning, interactive opportunities, and ongoing technical assistance over the course of seven months.
	Webinar and module series	Synchronous and asynchronous online learning opportunities are available on introductory and advanced topics. Some of the topics covered are <ul style="list-style-type: none">• The WIDA Early Language Development Standards Framework (in English and Spanish)• Dual Language Learners• Sociocultural context• Second language development• Developmentally appropriate academic language• The WIDA Early Years Language Assessments
	Leadership coaching program	Currently under development
	Instructional coaching program	Currently under development

KEY COMPONENT #3:

Making informed instructional decisions using the suite of early language development assessments

WIDA is developing a suite of assessment tools to help practitioners understand, support, and monitor DLLs' progress in language development over time. In both design and mode of administration, these assessment tools take into account that children, age 2.5–5.5 years, primarily learn language through the context of important relationships with significant caregivers during daily routines and play-based learning activities. The assessment tools are designed to be used within a variety of ECE programs and can be easily incorporated into existing routines and learning activities.

WIDA Early Language Development Assessments	Services/Resources	Details
	Early Language Development Screener	<p>Designed to provide practitioners, families, and programs with information regarding children's languages. The screener consists of three parts which are completed in phases by parent(s)/primary caregiver(s) and ECE practitioners over an extended period.</p> <p>Screener components</p> <p>Home Language(s) Survey – a survey designed to help identify children's primary or home language(s). This simple questionnaire provides practitioners with important "initial" language information of the children in their ECE program and helps identify DLLs for program and instructional purposes.</p> <p>Parent & Caregiver Questionnaire/Interview – a tool that expands on information initially gathered in the Home Language(s) Survey and will be conducted after practitioners have had more time to establish a relationship with DLLs and their families. The interview is designed to gather more detailed information regarding the language(s) DLLs have routinely heard and used in their primary care environments (both past and present) and can inform instruction and planning.</p> <p>Observational Language Protocols – play-based observational tools that guide practitioners in the "what" and "how" for observing, gathering, and reporting DLLs' receptive and expressive language skills in English and/or Spanish across different content areas throughout their program day. Provide an initial estimate of where DLLs are in the language development process for instructional planning purposes.</p> <p><i>Language Snapshot</i> – provides initial receptive and expressive language information for placement purposes.</p> <p><i>Language Portrait</i> – administered in natural settings and over an extended period of time, provides initial receptive and expressive language information.</p>
	Early Language Development Instructional Tools	<p>Designed to provide a standards-based method for monitoring and supporting language development of DLLs over time. The tools consist of a series of play-based activity cards, focusing on English and Spanish language development, which can easily be incorporated into the daily routines and standards-based curricula of ECE programs. These activities will include rubrics for measuring both receptive and expressive language. Information obtained from this formative assessment can be used by practitioners to tailor instruction to support the linguistic needs of DLLs. Re-administering any component of the Early Language Development Screener can be used in conjunction with these tools to provide a more complete picture of language development and growth.</p>

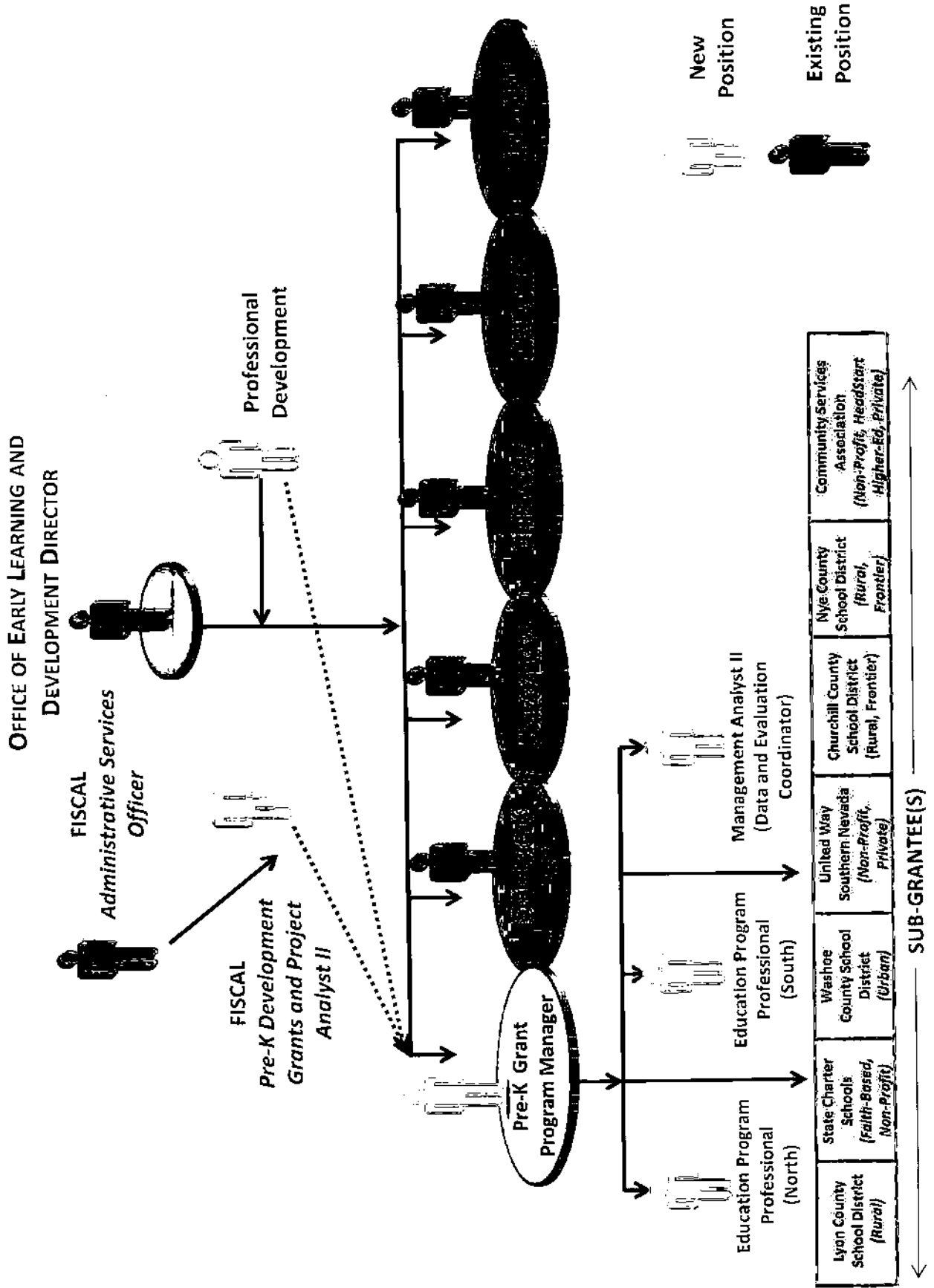
KEY COMPONENT #4:

Promoting family engagement

Young children learn language through the context of relationships with their primary caregivers during daily routines. Young children also learn the cultural rules and roles for social engagement associated with language through these meaningful interactions with adults and peers. WIDA recognizes the significant impact of child-adult interactions and practitioner-family interactions on early language development, and has developed resources and services to provide support.

Family Engagement	Services/Resources	Details
	Learning Language Every Day! An Activity Calendar for Children Ages 2.5–5.5 Years and Their Families	<p>This large wall calendar is designed to support language development and learning at home. It features full-color, child-friendly illustrations, suggested word lists, connections to general expectations of school readiness, and cut-out activity cards with developmentally-appropriate language-based activities.</p> <p>A calendar guide for practitioners accompanies each classroom set of calendars. This guide provides tips for introducing the calendar to families.</p> <p>When used in combination with the August 2014 WIDA Focus Bulletin on young DLLs, the calendar and guide support practitioners as they deepen their awareness of home language development and strengthen relationships with families. When practitioners and families work together to provide opportunities for young children to hear and interact with rich language, children develop a strong foundation in oral language that will support their development in all domains: social and emotional, language and literacy, cognitive, and physical.</p>
	Family workshops	Two-hour meetings to share information on language development with families of children who are learning two or more languages. Parents and caregivers will have the opportunity to share information on language development and home language use.

NEVADA DEPARTMENT OF EDUCATION





Leadership:

State agencies can play a leadership role in aligning systems to create a comprehensive, cross-agency collaborative approach to early childhood that supports inclusive policies and practices across all systems involved in the services and supports of young children with and without disabilities.

Professional Development:

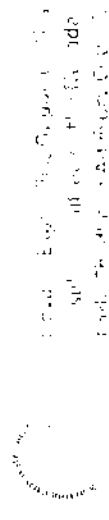
Building comprehensive, evidence-based professional development systems through training and technical assistance is essential to prepare all early care and education providers to promote quality inclusive natural settings for all children.

Accountability:

State and local systems, as well as service providers, need to be accountable for ensuring that initiatives and practices being implemented promote improved access and participation of young children with disabilities and their families.

Leadership Team partners include representatives from:

- The Children's Cabinet
- Nevada Department of Education
- Part B Section 619 Program
- State Pre-K
- Nevada Department of Health & Human Services
- Head Start Collaboration and Early Childhood Systems Office
- Maternal and Child Health Office
- IDEA Part C Office
- Nevada Early Childhood Advisory Council
- Nevada Head Start Association
- Nevada PEP
- Nevada Technical Assistance Center on Social Emotional Intervention
- Tribal Early Childhood Advisory Council
- University of Nevada, Las Vegas
- University of Nevada, Reno
- Nevada Center for Excellence in Disabilities
- UNR Child and Family Research Center
- UNR Early Head Start



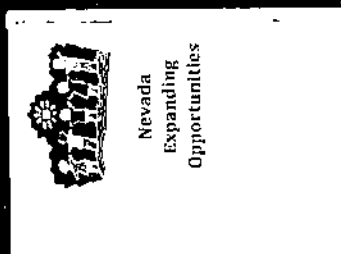
For more information, contact Sherry Halley at the Nevada Department of Education.
Phone: (702) 486-6460
Email: shalley@doe.nv.gov

Please see the NAEYC/DEC joint position statement on inclusion for more information.

Nevada Expanding Opportunities

An Interagency Inclusion Initiative

focusing on young children, their families and communities



Increasing and Enhancing Access, Participation and Supports for All Children in High Quality Inclusive Programs and Services

Vision

ALL children in Nevada will receive the necessary comprehensive, coordinated and individualized services, family supports and access to high quality, inclusive early care and education opportunities within their communities for optimal development during the critical years from birth through age five.



Mission

The Nevada Expanding Opportunities State Interagency Leadership Team will promote the availability of quality, inclusive, community-based early care and natural learning opportunities for children and their families by working collaboratively across systems; including open communication to encourage mutual understanding, support for each other's unique work scopes, and use of strength-based approach for solving common challenges, reducing barriers, and promoting sustainable solutions.

Intended Outcomes

FAMILY LEVEL:

Families have the knowledge and skills to effectively support their child's strengths and meet their needs, including understanding parental rights and responsibilities, advocating for their child, and partnering in all decision-making regarding their own child.



PRACTICE LEVEL:

Practitioners routinely include families in decision-making about their child, and utilize the Division for Early Childhood (DEC) recommended practices to develop nurturing and responsive relationships with children and families to ensure that social, emotional, mental health and developmental needs are supported for successful transition to school.

LOCAL LEVEL:

Local administrators and directors support programs in providing high quality services and meeting national standards (such as National Association for the Education of Young Children (NAEYC) and Division for Early Childhood (DEC)), and coordinate with each other to maximize resources.

PROFESSIONAL DEVELOPMENT:

Professional development opportunities are coordinated across agencies, including higher education, to support all personnel working with young children, intentionally focusing on quality services for all children and increasing families' knowledge and skills to effectively meet their child's needs.

STATE LEVEL:

State administrators understand and support each other's programs, and work collaboratively to develop policies and procedures that support quality inclusive settings and a stable workforce.



Nevada
Department
of Education

You're Invited!

Friday, August 15, 2014; 9am-3:30pm

Governor Brian Sandoval and
Superintendent of Public Instruction Dale Erquiaga
cordially invite you to attend the

Governor's P-3 Symposium:

Building a Strong P*-3rd Grade Foundation in Nevada

*"P"=Preschool (everything before Kindergarten—ages 0-3 and PreK)

- o **Where:** University of Nevada, Reno; Joe Crowley Student Union
- o **Who:** State Legislators, District Administrators, K-12 Leaders and Early Childhood Stakeholders
- o **Why:** Come hear where the nation and Nevada are headed with P-3 reform to support student achievement and school success for ALL kids!
- o **Space is limited!** Please **RSVP no later than August 4, 2014** to Nita Barnes at nbarnes@doe.nv.gov to secure your spot.
- o An agenda and goals for the meeting will be forthcoming.
- o Any questions, please contact: Anna Severens at aseverens@doe.nv.gov

We look forward to seeing you there!

NATIONAL
GOVERNORS
ASSOCIATION

IMPROVING ACCESS TO AND QUALITY OF LEARNING OPPORTUNITIES FROM PRE-K THROUGH THIRD GRADE IN NEVADA

PURPOSE

- To identify research on access and quality of learning opportunities in the early years.
- To discuss potential state policy levers to improve both access and quality across the pre-K through 3rd grade span.

The early childhood years are clearly fundamental in setting the stage for all subsequent learning. Early childhood education (ECE) opportunities are helpful in both supporting child development and in supporting parents' ability to work. According to the 2012 American Community Survey, 65% of Nevada's families with children from birth to 5 and 71% of families with children aged 6 to 17 have all parents in the workforce.¹⁸ However, not all ECE experiences are equivalent in terms of quality, either prior to kindergarten or during the early school years. Thus, young children in Nevada have varying levels of access to quality programming in the early years.

Access to High Quality Early Childhood Education

Access to high quality ECE is essential for school readiness and early academic success. During the early childhood years, the foundation for academic success or failure is laid. Unfortunately, a 2014 report by the Center on

Enhancing Early Learning Outcomes¹⁹ found that access to ECE across the U.S. is variable, with higher income and non-rural families having access to center-based childcare more often than their lower and middle income counterparts. The report concluded that "major inequalities in early learning and development remain common, and unequal early opportunities contribute to these inequalities" (p. 27).

Dual language learners (DLLs) often experience limited access to early childhood education (ECE). Nevada's DLL population is high and on the rise. The Nevada Department of Education's state Report Card reports a population of 66,396 children identified as English Language Learners in Nevada's K-12 schools in the 2012-2013 school year. That's about 15% of the total school attending population. Across Nevada's state-funded pre-K programs, 41% of families in the 2012-2013 school year spoke Spanish in the home and 44% of children served were recognized as having limited English skills. Nevertheless, only 1.7% of Nevada's 3 and 4-year-old children are enrolled in state pre-K. Thus, it serves only a fraction of the eligible population.

¹⁸ American Community Survey. (2012). Selected Economic Characteristics. U.S. Census Bureau. Retrieved on 6/9/14 from: http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_12_1YR_DP03&prodType=table. Figures cited include both households with single parents and those with two parents.

¹⁹ Nores, M., & Barnett, S. (2014, May). *Access to High Quality Early Care and Education: Readiness and Opportunity Gaps in America*. CEEL & NIEER Policy Report.

Access to Child Care. According to a 2011 report by the Insight Center for Community Economic Development,²⁰ an estimated 142,000 children in Nevada from birth to age 5 live in a household with a single working parent or in a household with two working parents. The total capacity of programming for Nevada's children aged birth to age 5 is estimated at 50,845. This number includes licensed childcare, state-funded pre-K, Head Start, and Part B and C Special Education programs. In contrast, there are an estimated 174,000 children aged 6 to 12 in Nevada, and a capacity of programming of about 32,459. Programming for school-aged children includes licensed childcare, out of school care, and tribal childcare. This means that about 36% of children aged birth to 5 who are estimated to need access to ECE services actually are receiving these services in Nevada, while only 19% of children aged 6 to 12 who are estimated to need access to care are receiving it.

Access to Screenings. According to Nevada's 2013 Race to the Top Early Learning Challenge Grant application, 3,480 children aged 3 to 21 were screened using a developmental assessment tool by Nevada Early Intervention Services in 2012. The numbers are not available by age, but this is clearly a low percentage of children given the estimated 681,000 children in Nevada with pre-existing health conditions that pose challenges to their ability to succeed in school.

Access to Home Visiting. Nevada participates in the Maternal, Infant, and Early Childhood Home Visiting program (MIECHV) to increase the number of families receiving home visiting services, particularly in rural counties. It is challenging to estimate the total number of families who receive home visiting services because these are conducted by a variety of agencies and programs, including Public Health, Early Head Start, state Pre-K, and Head Start, to name a few. It is safe to say, however, that given the estimated population of children aged birth

through 8 in the state, that only a fraction of those families who could benefit from home visiting are receiving it.

Given these data, it seems safe to say that Nevada can do more to increase access to screening, home visiting, and childcare for the population of children aged birth to age 8. The good news is that there are several known strategies to improve access. These will be discussed in the policy section below.

High Quality Early Childhood Programming

Lack of access to ECE services is a clear issue in Nevada that deserves our attention. However, access alone is not enough. Nevada's families need access to high quality services to assure that young children thrive. A substantial body of research compiled over the past two decades suggests a number of core features of high quality early childhood programming. Instruments have been developed to assess these features, which include both structural (e.g., ratio of teachers to children, health and safety requirements) and process (e.g., quality and warmth of teacher-child interactions) elements. And, we now have clear evidence that children in high quality programs have better outcomes than children served in mediocre settings. Without fail, research continually finds that the children who benefit the most from high quality programs are those at greatest risk.²¹

Quality is a strong focus of ECE research for programs that serve children before kindergarten. Although quality has traditionally been less of a focus of research and policy for K-3 settings, several researchers and advocates have suggested that quality is no less important in the primary grades.

ECE Quality. There is clear evidence that high quality pre-school programs benefit young children's development, both concurrently and

²⁰ Insight Center for Community Economic Development. (2011). *The Economic Impact of Early Care and Education in Nevada*. Author.

²¹ James J. Heckman, "Schools, Skills, and Synapses," *Economic Inquiry* 46, no. 3. (2008): 289-323.

into the future.²² However, the quality of available early childhood education programs in the U.S. is alarmingly low.²³ In 2013, Nevada ranked 29th in the annual Child Care Aware report on the state of childcare across the U.S.²⁴ This report noted that Nevada's childcare regulations do not meet quality program standards for many indicators (see table 1). Research on the quality of ECE has found specifically that the first three of these (education, ratio, and group size) are particularly important features of high quality that impact young children.

Quality standards for state pre-K are notably higher than that of the general childcare population in Nevada. For example, state pre-K programs require teachers to have a 4-year degree and an early childhood teaching license. This standard is strikingly different than Nevada's child care regulations, which require only that teachers complete a series of informal trainings each year. Unfortunately, state pre-K is serving less than 2% of Nevada's 3 and 4-year-old children.

TABLE 1

Child-Care Quality Indicators ²⁴		
	Nevada Regulations	National Recommendations
Lead Teacher Education	Do not require any education for its childcare workforce.	Require Child Development Associate (CDA) Credential or Associates degree in early childhood education.
Staff-Child Ratios	Does not follow recommended guidelines for any age.	Specific staff-child ratios for children by age from birth through 5 years.
Group Size Requirement	No maximum group size regulations.	Specific group size requirements by age from birth through 5 years.
Posting Inspection Reports	No public posting or monitoring of inspections or complaints online.	Ensure transparency by allowing access to inspection reports online and sharing of violations or suspension information.

²² Steven W. Barnett et al., *Abbott Preschool Program Longitudinal Effects Study: Fifth Grade Follow-up*. (NIEER, 2013); Kathy Sylva et al., "Preschool Quality and Educational Outcomes at age 11: Low Quality Has Little Benefit. (*Journal of Early Childhood Research*, 2011).

²³ National Institute for Early Education Research (NIEER), *State Preschool Yearbook*. (NIEER, 2013).

²⁴ Child Care Aware of America. (2013). 2013 State of Child Care Centers in Nevada (excerpt from the *We Can Do Better 2013 Update*). Author.

K-3 Quality. The quality of classroom environments in the K-3 system, as noted previously, is an important, but often neglected, variable in predicting children's preparation and success in subsequent grades. Especially for those children at greatest risk for poor outcomes, it is essential that high quality early learning experiences continue across the entire continuum from birth through third grade. However, the quality of K-3 classrooms is not as strong as it could be, and may be responsible for some of the "fade-out" that some research has documented when examining longitudinal outcomes of high quality pre-K experiences.²⁵

Research using the Classroom Assessment Scoring System (CLASS), a measure of teacher-child interaction that focuses on a classroom's emotional support, classroom organization, and instructional support, regularly finds that K-3 classrooms, overall, score lowest on instructional support. Instructional support scores, however, are correlated with children's positive academic and social/emotional outcomes.²⁶

Thus, it seems clear that, as with access, the quality of ECE and K-3 experiences for Nevada's young children deserves attention. In order to optimally thrive, Nevada's young children deserve access to the highest quality experiences possible. We can do better.

Policy Recommendations

Statewide initiatives are currently underway to improve both the access to and quality of ECE for Nevada's children. In addition to support for

existing initiatives, some new initiatives are recommended.

Bolster and increase support for existing initiatives:

- **Nevada's Quality Rating and Improvement System (QRIS).** This initiative, paid for with quality dollars from the Child Care and Development Block Grant, is designed to support childcare centers and pre-K programs throughout the state to abide by high quality standards. The QRIS is a star rating system that provides an evaluation of the quality of a center's classrooms, along with other factors related to quality, and provides a rating to that center. Once a center is enrolled, technical support and assistance is provided to help the center to improve its quality rating. Nevada policymakers should continue to support this initiative. In addition, they could advocate for a higher state matching contribution so that more centers and family child care homes across the state can participate.
- **State Pre-K.** Nevada's pre-K programs are of high quality and have been shown to have positive outcomes on children, both concurrently and longitudinally. In the 2012-2013 school year, state pre-K participants exceeded the target improvement on measures of reading readiness and parental involvement.²⁷ Longitudinal analyses show that students who had participated in a Nevada state pre-K program in preschool scored higher on both the Reading and Math portions of Nevada's Criterion Reference Test (CRT) in third grade, compared to a randomly selected group of students who had not participated in state pre-K. More pre-K participants scored in the proficient range in both reading and math. Nevada pre-K has a proven track record. Nevada

²⁵ Gisele M. Crawford, Carolyn T. Cobb, Richard M. Clifford, & Sharon Ritchie, "The Groundswell of Transforming Prekindergarten Through 3rd Grade." In *First School: Transforming prek-3rd grade for African American, Latino, and low-income children 2013*, eds. Sharon Ritchie & Laura Gutmann (New York, NY: Teacher College Press), 9-28.

²⁶ A. J. Mashburn et al., "Measures of Classroom Quality in Prekindergarten and Children's Development of Academic, Language, and Social Skills," *Child Development* 70, no. (2008): 732-749.

²⁷ Leitner, D. (October, 2013). *Nevada Early Childhood Education Program: Building a Foundation for School Readiness and Success in PreK-12 and Beyond* (FY 2012-2013 Evaluation Report. Nevada Department of Education).

increased its funding for pre-K in the 2013 legislative session for schools with a high population of DLLs. This is commendable and should be enhanced further. With more funding, high quality Nevada pre-K can support more of Nevada's children in achieving school readiness.

- **Teacher Preparation Requirements.** In Nevada, there is an early childhood license that is designed for teachers of children from birth through 2nd grade. Although this license is required for teachers in state pre-K, and Head Start requires that teachers have a 4-year degree, no license or formal education is required for teachers in childcare centers, and most teachers in the early grades hold an elementary teaching license, which in Nevada spans from K through 8th grade. These differences in preparation should be examined carefully and the licensing structure should be evaluated to ensure P-3 students have access to teachers with the most appropriate preparation. Specifically, policymakers should consider:
 - A graduated improvement of educational requirements for all teachers of children under the age of 5, through changes to childcare licensing regulations or through legislation;
 - A different licensing structure that considers the unique needs of the infant/toddler population compared to the pre-K through 3rd grade population;
 - Requiring all teachers of young children in the primary grades (K-3) to hold an early childhood license.

Consider supporting new initiatives:

- **Professional Development.** Policymakers should consider implementing standards for quality professional development (PD), to work toward ensuring that the PD provided by all facets of the ECE population is of high quality and promotes developmentally appropriate practices. Policymakers should also promote joint PD between the pre-K sector and the K-3 sector of the ECE workforce.
- **K-8 Leadership Development.** Policymakers should consider implementing core competencies for elementary school principals that include education requirements related to child development, the role of social and emotional development in learning, and developmentally appropriate practices. Policymakers should consider strategies for promoting ongoing support and PD for Nevada's elementary principals, especially those with pre-K programs on site.
- **Improving the Quality of K-3 Classrooms.** In addition to providing increased support for existing quality initiatives at the pre-K level, policymakers should support new initiatives designed to improve the quality of K-3 classrooms as well. For example, policymakers could support: (a) the alignment of standards between pre-K and K-3, (b) the adoption of developmentally appropriate curriculum in K-3 classrooms, (c) the use of appropriate formative and summative assessments in K-3 settings, and (d) promotion of teacher observation rubrics that are appropriate for use with this particular age range.

P-3 REFERS TO THE CONTINUUM OF LEARNING FROM BEFORE KINDERGARTEN THROUGH THIRD GRADE. THIS INCLUDES ALL EDUCATIONAL SETTINGS AND SERVICES THAT FOCUS ON THE EARLY CHILDHOOD YEARS (BIRTH THROUGH AGE 8).

MATHEMATICS

- 1.0 Students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.
- 2.0 Students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.
- 3.0 Students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.
- 4.0 Students will identify, represent, verify, and apply spatial relationships and geometric properties to solve problems, communicate, and make connections within and beyond the field of mathematics.
- 5.0 Students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections to solve problems, communicate, reason, and make connections within and beyond the field of mathematics.

Nevada Grades K-12 Process Standards

- Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.
- Students will develop their ability to communicate mathematically by solving problems where there is a need to obtain information from the real world through reading, listening, and observing.
- Students will develop their ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct their own reasoning in all content areas.
- Students will develop the ability to make mathematical connections by solving problems where there is a need to view mathematics as an integrated whole.

ENGLISH LANGUAGE ARTS

- 1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.
- 2.0 Students use reading process skills and strategies to build comprehension.
- 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.
- 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.
- 5.0 Students write a variety of texts using the writing process.
- 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and that are appropriate to audience and purpose.
- 7.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.
- 8.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

SCIENCE

NATURE OF SCIENCE

Scientific Inquiry

- N2A Students understand that science is an active process of systematically examining the natural world.
- N5A Students understand that science involves asking and answering questions and comparing the answers to what scientists know about the world.
- N8A Students understand that scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations.
- N12A Students understand that a variety of communication methods can be used to share scientific information.

Science, Technology, and Society

- 42B Students understand that many people contribute to the field of science.
- 45B Students understand that many people, from all cultures and levels of ability, contribute to the fields of science and technology.

N8B Students understand the interactions of science and society in an ever-changing world.
 N12B Students understand the impacts of science and technology in terms of costs and benefits to society.

PHYSICAL SCIENCE

Matter

P2A Students understand that matter has observable properties.
 P5A Students understand properties of objects and materials.
 P8A Students understand the properties and changes of properties in matter.
 P12A Students understand that atomic structure explains the properties and behavior of matter.

Forces and Motion

P2B Students understand that position and motion of objects can be described.
 P5A Students understand that forces can change the position and motion of an object.
 P8A Students understand that position and motion of an object result from the net effect of the different forces acting on it.
 P12A Students understand the interactions between force and motion.

Energy

P2C Students know heat, light, and sound can be produced.
 P5C Students understand that energy exists in different forms.
 P8C Students understand transfer of energy.
 P12C Students understand that there are some interactions between matter and energy.

EARTH AND SPACE SCIENCE

Atmospheric Processes and the Water Cycle

E2A Students understand that changes in weather often involve water changing from one state to another.
 E5A Students understand the water cycle's relationship to weather.
 E8A Students understand the relationship between the Earth's atmosphere, topography, weather and climate.
 E12A Students understand heat and energy transfer in and out of the atmosphere and influence weather, and climate.
 E12B Students understand the Solar System and Universe

E2B Students understand there are objects in the sky which display patterns.

E5B Students understand that there are many components in the Solar System including Earth.

E8B Students understand characteristics of our solar system that are part of the Milky Way galaxy.

E12B Students know scientific theories of origins and evolution of the universe.

Earth's Composition and Structure

E2C Students understand that Earth materials include rocks, soils, and water.
 E5C Students understand that features on the Earth's surface are constantly changed by a combination of slow and rapid processes.
 E8C Students understand that landforms result from a combination of constructive and destructive processes.
 E12C Students understand evidence for processes that take place on a geologic time scale.

LIFE SCIENCE

Heredity

L2A Students understand that offspring resemble their parents.
 L5A Students understand that some characteristics are inherited and some are not.
 L8A Students understand the role of genetic information in the continuation of a species.
 L12A Students understand how genetic information is passed from one generation to another.

Structure of Life

L2B Students understand that living things have identifiable characteristics.
 L5B Students understand that living things have specialized structures that perform a variety of life functions.
 L8B Students understand that living things are composed of cells, which are specialized in multi-cellular organisms to perform a variety of life functions.
 L12B Students understand that all life forms, at all levels of organization, use specialized structure and similar processes to meet life's needs.

Organisms and Their Environment

- L2C Students understand that living things live in different places.
- L5C Students understand that there are a variety of ecosystems on Earth and organisms interact within their ecosystems.
- L8C Students understand how living and non-living components of ecosystems interact.
- L12C Students understand that ecosystems display patterns of organization, change, and stability as a result of the interactions and interdependencies among the living and non-living components of the Earth.

Diversity of Life

- L2D Students understand that there are many kinds of living things on Earth.
- L5D Students understand that living things can be classified according to physical characteristics, behaviors, and habitats.
- L8D Students understand that life forms change over time, contributing to the variety of organisms found on the Earth.
- L12D Students understand biological evolution and diversity of life.



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HEALTH

- 1.0 Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- 2.0 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- 3.0 Students will demonstrate the ability to access reliable health information, products and services to enhance health.
- 4.0 Students will demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks.
- 5.0 Students will demonstrate the ability to use decision-making skills to enhance health.
- 6.0 Students will demonstrate the ability to use goal-setting skills to enhance health.
- 7.0 Students will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.
- 8.0 Students will demonstrate the ability to support/promote family, personal, and community health.

PHYSICAL EDUCATION

- 1.0 Students understand and apply movement concepts and principles to the learning and development of motor skills.
- 2.0 Students demonstrate competency in many movement forms and proficiency in a few movement forms.
- 3.0 Students demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.
- 4.0 Students achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.
- 5.0 Students demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.

SOCIAL STUDIES

HISTORY 1.0 People, Cultures, and Civilizations – Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas.

HISTORY 2.0 Nation Building and Development – Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.

HISTORY 3.0 Social Responsibility & Change – Students understand how social ideas and individual action lead to social, political, economic, and technological change.

GEOGRAPHY 5.0 The World in Spatial Terms – Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.

GEOGRAPHY 6.0 Places & Regions – Students understand the physical and human features of places and use this information to define and study regions and their patterns of change.

GEOGRAPHY 7.0 Human Systems – Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.

GEOGRAPHY 8.0 Environment and Society – Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.

ECONOMICS 9.0 The Market Economy – Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade.

ECONOMICS 10.0 The U.S. Economy As A Whole – Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy.

ECONOMICS 11.0 The Dynamic Economy – Students will identify the causes of economic change, explain how the U.S. economic system responds to those changes, and explain how other economic systems respond to change.

CIVICS 13.0 Citizenship and the Law – Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens.

CIVICS 16.0 Global Relations – Students explain the different political systems in the world and how those systems relate to the United States and its citizens.

SOCIAL-EMOTIONAL DEVELOPMENT

- 1.0: Self-Confidence Students will participate in activities that foster independence, self-expression, and persistence.
- 2.0: Self-Direction Students will demonstrate self-direction by attaining skills in self-management, self-help, and routines.
- 3.0: Identification and Expression Feelings. Students will identify and express feelings.
- 4.0: Interactions With Other Children and Adults – Students will develop positive interaction skills with other children and adults.
- 5.0: Pro-Social Behaviors: Students will demonstrate positive social behaviors in play and group settings.
- 6.0: Attending and Focusing Skills: Students will demonstrate attending and focusing skills.

MUSIC

- 1.0 Singing – Students sing a varied repertoire of music alone and with others.
- 2.0 Playing Instruments – Students perform a varied repertoire of music on instruments alone and with others.
- 3.0 Improvisation – Students improvise melodies, variations, and accompaniments.
- 4.0 Writing – Students compose and arrange music within specified guidelines.
- 5.0 Reading – Students read and notate music.
- 6.0 Listening – Students listen to, analyze, and describe music.
- 7.0 Evaluation – Students evaluate music and music performances.
- 8.0 Application to Life – Students demonstrate relationships between music, the other arts, and disciplines outside the arts.
- 9.0 Cultural and Historical Connections – Students demonstrate knowledge of the historical periods and cultural diversity of music.
- 10.0 Cross-Curricular – Students demonstrate an understanding of movement through skills, techniques

VISUAL ARTS

- 1.0 Students know and apply visual arts media, techniques, and processes.
- 2.0 Students use knowledge of visual characteristics, purposes, and functions.
- 3.0 Students choose, apply, and evaluate a range of subject matter, symbols, and ideas.

4.0 Students understand the visual arts in relation to history and cultures.

5.0 Students analyze and assess characteristics, merits, and meanings in their own artwork and the work of others.

6.0 Students demonstrate relationships among visual arts, the other arts, and disciplines outside the arts.

THEATER STANDARDS

1.0: Students recognize the components of theatrical production including script writing, directing, and production.

2.0: Students understand and demonstrate the role of the actor in the theater.

3.0: Students apply and demonstrate critical and creative thinking skills in theater, film television, or electronic media.

4.0: Students recognize and explain how theatrical experiences contribute to a better understanding of history, culture, and human relationships.

5.0: Students make connections with theater, the other arts, and academic disciplines.

State of Nevada, Department of Education - High Quality Preschool Development

Grant Name: CFDA # 84.419A

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	TOTALS
Personnel					
Pre-K Professional Development Coordinator , this position will work closely with each community, and the P3 national expert(s) to develop, implement and ensure appropriate and consistent	(b)(4)				
Pre-K Grants and Project Analyst II , this position will coordinate the fiscal and administrative tasks of managing the program.					
Pre-K Program Manager , this position will coordinate the Pre-K programmatic activities through-out the five high-need communities and work to expand into additional communities					
Management Analyst II , this position will coordinate the data and statistical evaluation and analysis for the Pre-K program					
Education Program Professional - South ; will work on outreach in the Clark and Nye County region of the state working with the high-need communities, parents and schools					
Education Program Professional - North ; will work on outreach in Washoe, Lyon, and Churchill Counties working with the high-need communities, parents and schools					
Personnel Subtotals					
Fringe Benefits: Current State of Nevada Rates					
Group Insurance, 8%	(b)(4)				
FICA, 7.5%					
PERS, 12.50%					
Medicare, 2.5%					
Workers Compensation, 2.5%					
Fringe Benefits Subtotals					
Travel					
ECE Conference(s), Washington, D.C. for Pre-K educational development and training	(b)(4)				
Airfare x (b) cach					
Hotel (3 nts/sgl occup.) x \$(b) night					
Per Diem -- 4 Days \$(b)/day					

State of Nevada, Department of Education - High Quality Preschool Development

Grant Name: CFDA # 84.419A

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	TOTALS
Ground Travel x \$(b)(4) x 2/days	(b)(4)				
Site Visits/Coaching/Outreach					
- Clark & Nye					
Airfare \$(b)(4) x 4 per year					
Hotel 2 nights x \$(b)(4) /night x 4 trips					
Per Diem --3 days x \$(b)(4) /day x 4 trips					
Ground Travel 2/days @ \$(b)(4) x 4 trips					
Site Visits/Coaching/Outreach -					
Washoe, Lyon & Churchill -					
MILEAGE only (b)(4) miles x 4 trips					
Travel Subtotals					
Equipment	\$	\$	\$	\$	\$
(useful life of more than one year and a cost of \$(b)(4) or more)					
Supplies					
General Supplies: comprised of miscellaneous office supplies such as pens, highlighters, staples, notepads etc. per person (6) of (b)(4) months	(b)(4)				
Printing & Postage: represents costs of paper and toner, postage costs for outreach mailings per person (6) of (b)(4) per mo. x 12 mo.					
Laptops and printers: Year 1: A lap top computer (b)(4) x 6 employees, (b)(4) software per computer, printer for every 2 employees (b)(4)					
Office furniture: Year 1: Desk, chair, filing cabinet for staff per person (6) X (b)(4)					
Supplies Subtotals					
Contracts - sub-grant cost breakdown can be found in appendices					
Nye County: Year 1 - enhance (b)(4) new (b)(4) Year 2 - new (b)(4) maintain (b)(4) Year 3 -4 maintain (b)(4) seats	(b)(4)				
Churchill County: Year 1 - enhance (b)(4) Year 2 - new (b)(4) maintain (b)(4) Year 3-4 maintain (b)(4) seats					
Washoe County: Year 1 - enhance (b)(4) new (b)(4) Year 2 - enhance (b)(4) new (b)(4) maintain (b)(4) seats; Year 3 - (b)(4) new, maintain (b)(4) Year 4 maintain (b)(4) seats					

State of Nevada, Department of Education - High Quality Preschool Development

Grant Name: CFDA # 84.419A

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	TOTALS
Clark County: Year 1 - enhance (b)(4) new (b)(4) Year 2 - enhance (b)(4) new (b)(4) maintain (b)(4) Year 3 - enhance (b)(4) new (b)(4) maintain (b)(4) Year 4 - new (b)(4) maintain (b)(4) seats	(b)(4)				
Lyon County: Year 1 - enhance (b)(4) new (b)(4) Year 2 - enhance (b)(4) new (b)(4) maintain (b)(4) Year 3-4 maintain (b)(4) seats					
Department of Public & Behavioral Health: Comprehensive wrap-around services for Pre-K and families (screenings to mental health etc.)					
P3 National Consultant - Professional Development Training, Coaching, P3 Implementation Plan					
Contractual Subtotals:					
Training Stipend	(b)(4)				
Stipends will be used for individual teacher trainings for professional development or coaching opportunities.					
Training Stipend Subtotals:					
Other	(b)(4)				
Development of Web Portal: to update NDE's website to include longitudinal data from Pre-K database. Materials Collaborative: to support a web-based portal to make available best practice materials at a reduced cost to our Pre-K teachers					
Teacher Site Training: occur in concert with the nationally selected P3 consultant to bring professional development to local communities to build a cadre of expertise in Nevada.					
Development Coaches: Coaches will work with local subgrantees to improve their ratings in the TQRIS					
Kindergarten Entry Assessments will be used in each high-need community to assess children at Kindergarten entry.					

State of Nevada, Department of Education - High Quality Preschool Development

Grant Name: CFDA # 84.419A

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	TOTALS
Development Online Training (UNLV): used to increase the professional development access by created an online course for approved certification courses. Year 2 - year 4: funds to be used as scholarships for training classes.	(b)(4)				
Capacity expansion of the Pre-K State database: information is entered into this database at the local level using a unique identifier for each child. This information is then linked to the Statewide Longitudinal Database System.					
System Evaluation: is to supplement the on-going costs to support the Pre-K State database and Longitudinal Data System.					
Longitudinal Data System - Pre-K inclusion enhancement: This system takes information entered at the local level through the pre-k database and allows NDE to track student outcomes over time. Currently not linked to Pre K database, the expenditures (one-time and on-going) will allow for the linkage to					
Childcare Subsidy: to be used to supplement Pre-K Teachers or ECE Teachers (while enrolled in certification courses for advancement in Pre-K field) expenses for child care.					
Grantee Technical Assistance (Per Grant Instructions) participation in technical assistance activities not yet defined by grantor.					
Other Subtotals					
TOTAL COST					

NYE COUNTY - Sites

3900

8000

	1st Year	2nd Year	3rd Year	4th Year	
Enhanced New	(b)(4)				(b)(4)
Existing Enhanced					
Existing New					
Rental					
Transportation					
Family Trng (w/child care)					
Language Interpreters					
Pre-K Material Stipend					
Substitutes					
Admin Direct Service					
NYE County Site Totals	(b)(4)				

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500004

	Year 1	Year 2	Year 3	Year 4	Total	SEATS ONLY	MISC COST	TOTAL COSTS
Enhanced New	(b)(4)				(b)(4)			
TOTAL SEATS								
Enhanced New								
Enhanced % New %								
Remaining to Split								
Misc Enhanced								
Misc New								
Total Enhanced								
Total New								
					(b)(4) remaining for percentage split	Enhanced %	(b)(4)	
						New %		

	1st Year	2nd Year	3rd Year	4th Year
Enhanced	(b)(4)			
New				
Existing Enhanced				
Existing New				
Rental				
Transportation				
Family Trng (w/child care)				
Language Interpreters				
Pre-K Material Stipend				
Substitutes				
Admin				
Direct Service				
CHURCHILL County Site Totals				

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	Year 1	Year 2	Year 3	Year 4	Total	SEATS ONLY	MISC COST	TOTAL COSTS
Enhanced	(b)(4)				(b)(4)			
New								
TOTAL SEATS								
Enhanced								
New								
Enhanced %								
New %								
Remaining to Split								
Misc Enhanced					Enhanced %		(b)(4)	%
Misc New					New %		(b)(4)	%
Total Enhanced								
Total New								

	1st Year	2nd Year	3rd Year	4th Year
Enhanced	(b)(4)			
New				
Existing Enhanced				
Existing New				
Rental				
Transportation				
Family Trng (w/child care)				
Language Interpreters				
Pre-K Material Stipend				
Substitutes				
Admin				
Direct Service				
WASHOE County Site Totals				

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	Year 1	Year 2	Year 3	Year 4	Total	SEATS ONLY	MISC COST	TOTAL COSTS
Enhanced	(b)(4)				(b)(4)			
New								
Enhanced								
New								
Enhanced %								
New %								
Remaining to Split								
Misc Enhanced								
Misc New								
Total Enhanced								
Total New								

TOTAL SEATS

	1st Year	2nd Year	3rd Year	4th Year
Enhanced	(b)(4)			
New				
Existing Enhanced				
Existing New				
Rental				
Transportation				
Family Trng (w/child care)				
Coordinator/UWSN				
Language Interpreters				
Pre-K Material Stipend				
Substitutes				
Admin	(b)(4)			
Direct Service				
CLARK County Site Totals	(b)(4)			

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	Year 1	Year 2	Year 3	Year 4	Total	SEATS ONLY	MISC COST	TOTAL COSTS
Enhanced	(b)(4)				(b)(4)			
New								
Enhanced								
New								
Enhanced %								
New %								
Remaining to Split					Enhanced %			
Misc Enhanced					(b)(4)			
Misc New					New %			
Total Enhanced					(b)(4)			
Total New					(b)(4)			

TOTAL SEATS

LYON COUNTY - Sites

3900 8000

	1st Year	2nd Year	3rd Year	4th Year
Enhanced	(b)(4)			
New				
Existing Enhanced				
Existing New				
Rental				
Transportation				
Family Trng (w/child care)				
Language Interpreters				
Pre-K Material Stipend				
Substitutes				
Admin				
Direct Service				
LYON County Site Totals				

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	Year 1	Year 2	Year 3	Year 4	Total	SEATS ONLY	MISC COS	TOTAL COSTS
Enhanced	(b)(4)				(b)(4)			
New								
TOTAL SEATS								
Enhanced								
New								
Enhanced %								
New %								
Remaining to Split								
Misc Enhanced								
Misc New								
Total Enhanced								
Total New								

OVERALL STATEWIDE BUDGET

Budget Table I-1: Budget Summary by Budget Category
(Evidence for selection criterion (G))

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$ 226,286	\$ 217,537	\$ 208,058	\$ 197,815	\$ 849,696
2. Fringe Benefits	\$ 74,674	\$ 71,787	\$ 68,659	\$ 65,279	\$ 280,399
3. Travel	\$ 3,380	\$ 3,154	\$ 2,929	\$ 2,704	\$ 12,167
4. Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ 22,050	\$ 8,820	\$ 8,190	\$ 7,560	\$ 46,620
6. Contractual	\$ 450,000	\$ 420,000	\$ 260,000	\$ 240,000	\$ 1,370,000
7. Training Stipends	\$ 7,875	\$ 7,350	\$ 6,825	\$ 6,300	\$ 28,350
8. Other	\$ 414,375	\$ 245,000	\$ 228,800	\$ 214,800	\$ 1,102,975
9. Total Direct Costs (add lines 1-8)	\$ 1,198,640	\$ 973,648	\$ 783,461	\$ 734,458	\$ 3,690,207
10. Indirect Costs*	\$ -	\$ -	\$ -	\$ -	\$ -
11. Funds to be distributed to Subgrantees	\$ 5,188,470	\$ 10,040,835	\$ 12,049,518	\$ 12,726,150	\$ 40,004,973
12. Funds set aside for participation in grantee technical assistance	\$ 18,750	\$ 17,500	\$ 16,250	\$ 15,000	\$ 67,500
13. Total Grant Funds Requested (add lines 9-12)	\$ 6,405,860	\$ 11,031,983	\$ 12,849,229	\$ 13,475,608	\$ 43,762,680
14. Funds from other sources used to support the State's plan	(b)(4)				
15. Total Statewide Budget (add lines 13-14)					

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to Subgrantees. At the time of application, States are not required to provide budgets for how the Subgrantees will use these funds. However, as stated in Program Requirement (o), grantees must submit scopes of work for the State and for each Subgrantee within 180 days of receipt of an award, and these scopes of work must contain, among other items, detailed budgets. Additionally, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that Subgrantees spend these funds in accordance with the State plan.

Line 12: The State must set aside \$25,000 annually from its grant funds for the purpose of participating in Preschool Development Grant technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Subgrantees evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.



**STATE OF NEVADA
DEPARTMENT OF ADMINISTRATION**

209 E. Musser Street, Room 200 | Carson City, NV 89701-4298
Phone: (775) 684-0222 | Fax: (775) 684-0260

October 9, 2014

Mr. Arnie Duncan, Secretary
U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.419A)
LBJ Basement Level 1
400 Maryland Avenue, SW.
Washington, DC 20202-4260

RE: PRE-K DEVELOPMENT GRANT APPLICATION COMMITMENT

Dear Mr. Duncan:

Pursuant to the United State Department of Education and the United States Department of Health and Human Services FY2014 Preschool Development Grant Application for Initial Funding, CFDA Number: 84.419A requirements for evidence of the State of Nevada Pre-School Grant Application funding match, the State of Nevada Department of Administration, Budget Office, in collaboration with the Office of Governor Brian Sandoval is submitting this letter.

Governor Brian Sandoval through the Nevada Department of Administration Budget Office will be submitting the Pre-K Grant enhancement in the Governor's Executive Budget(s): The total budget match for all four years of the program expected in the Budget(s) is \$22,765,834. Nevada is committed to ensuring the match requirement by the grant application and recognizes the Pre-K federal grant funding is contingent on Nevada ensuring the match is available.

Respectfully,

(b)(6)

Julia Teska
Director

Enclosure

cc Jackie Bryant, Deputy Chief of Staff
Dale Erquiaga, Superintendent of Public Instruction, State of Nevada
Sheila Lambert, Chief, Grant Management

Nevada Department of Education
Nevada Ready! High-Quality Preschool Development

Competitive Priority 1 Table						
Types of Match	<i>Increased State Funding in Fiscal Year 2014</i>	Year 1	Year 2	Year 3	Year 4	TOTAL
State	(b)(4)					
Local						
Philanthropic						
Other						
Overall Match						
Matches Amount from Master Table	Correct	Correct	Correct	Correct	Correct	Correct

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

Non Responsive

Non Responsive

Budget Narrative File(s)

* Mandatory Budget Narrative Filename: Nevada - Budget Narrative.pdf

[Delete Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

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State of Nevada, Department of Education - High Quality Preschool Development

Grant Name: CFDA # 84.419A

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	TOTALS
Personnel					
Pre-K Professional Development Coordinator , this position will work closely with each community, and the P3 national expert(s) to develop, implement and ensure appropriate and consistent	(b)(4)				
Pre-K Grants and Project Analyst II , this position will coordinate the fiscal and administrative tasks of managing the program.					
Pre-K Program Manager , this position will coordinate the Pre-K programmatic activities through-out the five high-need communities and work to expand into additional communities					
Management Analyst II , this position will coordinate the data and statistical evaluation and analysis for the Pre-K program					
Education Program Professional - South ; will work on outreach in the Clark and Nye County region of the state working with the high-need communities, parents and schools					
Education Program Professional - North ; will work on outreach in Washoe, Lyon, and Churchill Counties working with the high-need communities, parents and schools					
Personnel Subtotals					
Fringe Benefits: Current State of Nevada Rates					
Group Insurance, 8%	(b)(4)				
FICA, 7.5%					
PERS, 12.50%					
Medicare, 2.5%					
Workers Compensation, 2.5%					
Fringe Benefits Subtotals					
Travel					
ECE Conference(s), Washington, D.C. for Pre-K educational development and training	(b)(4)				
Airfare x (b)(4) each					
Hotel (3 nts/sgl occup.) x (b)(4) /night					
Per Diem -- 4 Days (b)(4) /day					

State of Nevada, Department of Education - High Quality Preschool Development

Grant Name: CFDA # 84.419A

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	TOTALS
Ground Travel x \$(b)(4) x 2/days	(b)(4)				
Site Visits/Coaching/Outreach - Clark & Nye					
Airfare \$(b)(4) x 4 per year					
Hotel 2 nights x \$(b)(4) /night x 4 trips					
Per Diem --3 days x \$(b)(4) /day x 4 trips					
Ground Travel 2/days @ \$(b)(4) x 4 trips					
Site Visits/Coaching/Outreach - Washoe, Lyon & Churchill - MILEAGE only (b)(4) miles x 4 trips					
Travel Subtotals					
Equipment	\$	\$	\$	\$	\$
(useful life of more than one year and a cost of \$(b)(4) or more)					
Supplies					
General Supplies: comprised of miscellaneous office supplies such as pens, highlighters, staples, notepads etc. per person (6) of (b)(4) months	(b)(4)				
Printing & Postage: represents costs of paper and toner, postage costs for outreach mailings per person (6) of (b)(4) per mo. x 12 mo.					
Laptops and printers: Year 1: A laptop computer \$(b)(4) x 6 employees, \$(b)(4) software per computer, printer for every 2 employees (b)(4)					
Office furniture: Year 1: Desk, chair, filing cabinet for staff per person (6) X (b)(4)					
Supplies Subtotals					
Contracts - sub-grant cost breakdown can be found in appendices					
Nye County: Year 1 - enhance (b)(4) new (b)(4) Year 2 - new (b)(4) maintain (b)(4) Year 3 -4 maintain (b)(4) seats	(b)(4)				
Churchill County: Year 1 - enhance (b)(4) Year 2 - new (b)(4) maintain (b)(4) Year 3-4 maintain (b)(4) seats					
Washoe County: Year 1 - enhance (b)(4) new (b)(4) Year 2 - enhance (b)(4) new (b)(4) maintain (b)(4) seats; Year 3 - (b)(4) new, maintain (b)(4) Year 4 maintain (b)(4) seats					

State of Nevada, Department of Education - High Quality Preschool Development

Grant Name: CFDA # 84.419A

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	TOTALS
Clark County: Year 1 - enhance (b)(4) new (b)(4) Year 2 - enhance (b)(4) new (b)(4) maintain (b)(4) Year 3 - enhance (b)(4) new (b)(4) maintain (b)(4) Year 4 - new (b)(4) maintain (b)(4) seats	(b)(4)				
Lyon County: Year 1 - enhance (b)(4) new (b)(4) Year 2 - enhance (b)(4) new (b)(4) maintain (b)(4) Year 3-4 maintain (b)(4) seats					
Department of Public & Behavioral Health: Comprehensive wrap-around services for Pre-K and families (screenings to mental health etc.)					
P3 National Consultant - Professional Development Training, Coaching, P3 Implementation Plan					
Contractual Subtotals					
Training Stipend					
Stipends will be used for individual teacher trainings for professional development or coaching opportunities.					
Training Stipend Subtotals					
Other					
Development of Web Portal: to update NDE's website to include longitudinal data from Pre-K database. Materials Collaborative: to support a web-based portal to make available best practice materials at a reduced cost to our Pre-K teachers					
Teacher Site Training: occur in concert with the nationally selected P3 consultant to bring professional development to local communities to build a cadre of expertise in Nevada.					
Development Coaches: Coaches will work with local subgrantees to improve their ratings in the TQRIS					
Kindergarten Entry Assessments will be used in each high-need community to assess children at Kindergarten entry.					

State of Nevada, Department of Education - High Quality Preschool Development

Grant Name: CFDA # 84.419A

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	TOTALS
Development Online Training (UNLV): used to increase the professional development access by created an online course for approved certification courses. Year 2 - year 4: funds to be used as scholarships for training classes.	(b)(4)				
Capacity expansion of the Pre-K State database: information is entered into this database at the local level using a unique identifier for each child. This information is then linked to the Statewide Longitudinal Database System.					
System Evaluation: is to supplement the on-going costs to support the Pre-K State database and Longitudinal Data System.					
Longitudinal Data System - Pre-K inclusion enhancement: This system takes information entered at the local level through the pre-k database and allows NDE to track student outcomes over time. Currently not linked to Pre K database, the expenditures (one-time and on-going) will allow for the linkage to					
Childcare Subsidy: to be used to supplement Pre-K Teachers or ECE Teachers (while enrolled in certification courses for advancement in Pre-K field) expenses for child care.					
Grantee Technical Assistance (Per Grant Instructions) participation in technical assistance activities not yet defined by grantor.					
Other Subtotals					
TOTAL COST					

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Nevada Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	226,286.00	217,527.00	203,053.00	197,315.00	0.00	349,696.00
2. Fringe Benefits	74,674.00	71,787.00	68,659.00	65,279.00	0.00	280,399.00
3. Travel	3,280.00	3,154.00	2,929.00	2,704.00	0.00	12,157.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	22,650.00	3,820.00	3,190.00	7,560.00	0.00	46,620.00
6. Contractual	5,639,470.00	10,460,835.00	12,309,518.00	12,966,150.00	0.00	41,374,973.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	433,125.00	262,500.00	245,050.00	229,900.00	0.00	1,170,475.00
9. Total Direct Costs (lines 1-8)	6,297,985.00	11,024,623.00	12,842,404.00	13,459,308.00	0.00	42,734,330.00
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	7,875.00	7,350.00	6,825.00	6,300.00	0.00	28,350.00
12. Total Costs (lines 9-11)	6,405,860.00	11,031,983.00	12,849,229.00	13,475,608.00	0.00	42,762,680.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) ... Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) ... If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify):

The Indirect Cost Rate is %.

(3) ... For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement?.. or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Nevada Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1.". Applicants requesting funding for multi-year grants should complete all applicable columns.. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Patt		Cya	

Address:

Street1:	2470. N. Decatur Blvd. Ste. 125
Street2:	
City:	Las Vegas
County:	
State:	NV: Nevada
Zip Code:	89108
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
702 901 4506	

Email Address:

pcya@doe.nv.gov

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

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APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419A)

Legal Name of Applicant (Office of the Governor): State of Nevada	Applicant's Mailing Address: 700 E. Fifth Street Carson City, Nevada 89701
Employer Identification Number: 88-6000022	Organizational DUNS: 809887722
Lead Agency: Nevada Department of Education Contact Name: Dale Erquiaga <i>(Single point of contact for communication)</i>	Lead Agency Contact Phone: (775) 687-9200 Lead Agency Contact Email Address: DErquiaga@doe.nv.gov

Required Applicant Signatures

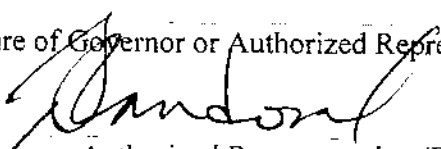
(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):

To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:

Governor or Authorized Representative of the Governor (Printed Name): Telephone:

Brian Sandoval **(775) 684-5670**

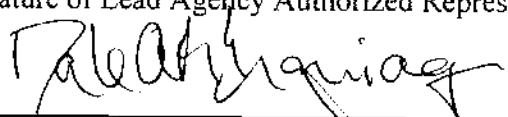
Signature of Governor or Authorized Representative of the Governor: Date:

 **9/3/14**

Lead Agency Authorized Representative (Printed Name): Agency Name:

Dale Erquiaga, Superintendent of Public Instruction **Nevada Department of Education**

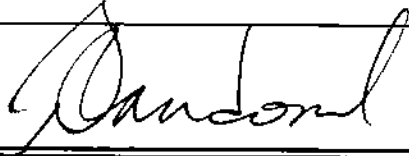
Signature of Lead Agency Authorized Representative: Date:

 **9/3/14**

Part 5: Other Attachments Form
Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-I.L.L., "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act--Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name):	
Brian Sandoval	
Signature: 	Date: 9/3/14